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ABSTRACT

This handbook was created to help teachers develop in special populations the skills necessary to make the transition from school to work a successful experience. It is aimed at teachers of students who have mild to moderate disabilities and who are expected to graduate from high school. The handbook contains four sections. Section one includes a list of 128 transition skills accumulated through a literature review and a field test in Texas. The skills are grouped into six competency areas: mathematics, communication, job-specific skills, employability skills, work-related skills, and self-help/independent living skills. Section two provides instructional activities showing how transition skills can be taught in a variety of discipline areas, such as academic education, vocational education, and special education. An index relates each skill to an appropriate activity. Each recommended instructional activity includes a course title, grade level, unit title, lesson title, and description. Section three, curriculum review, includes an annotated list of currently available curriculum materials that could be used to teach transition skills. Each entry includes the skill, grade level, title, publication type, author, date, price, source address, and description. The final section describes the funding sources used to support transition activities for special populations in the Garland, Texas, Independent School District. Descriptions of eight national transition resources are also given. (KC)

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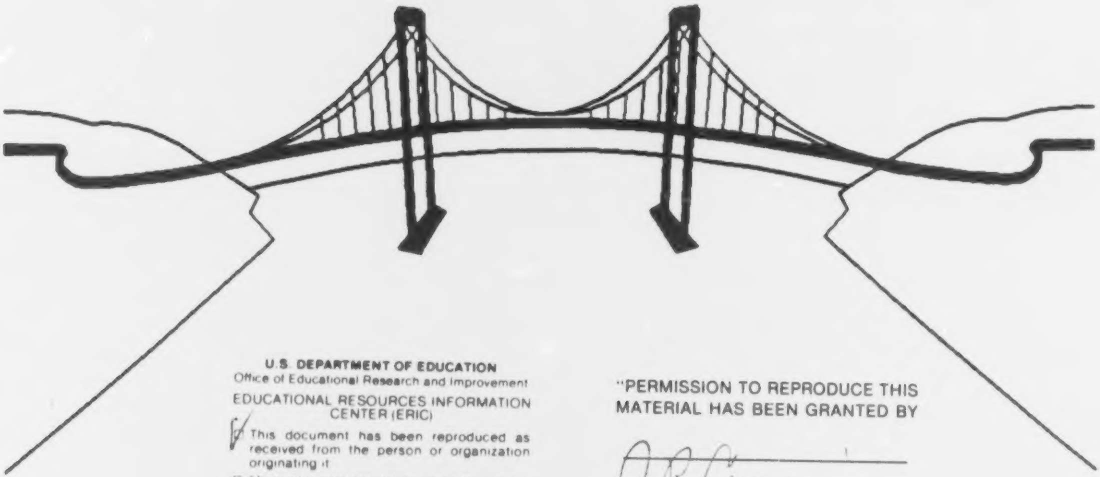
# Delivering Transition Skills To Special Populations Across The Curriculum



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## GENERAL HANDBOOK

UNIVERSITY OF NORTH TEXAS
1991
DEVELOPED THROUGH A GRANT FROM THE TEXAS EDUCATION AGENCY

CE061018

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# Delivering Transition Skills to Special Populations Across the Curriculum

Michelle Sarkees-Wircenski: Project Director
Jabar Omar: Research Associate

July 1991

University of North Texas
Department of Occupational and Vocational Education

Developed through a grant from the Texas Education Agency

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# Introduction

The transition from school-to-work and adult life is a continuous process that provides students with experiences that will help them develop skills and attitudes necessary for obtaining and retaining employment and leading a meaningful adult life. The transition process focuses on individual differences, interests and training needs for each student. The result should be an achievable career plan, with realistic career goals and the appropriate programs and services to achieve these goals.

The school-to-work transition process presents an increased challenge when students from special populations are the target. Research has identified the following causes of unemployment or underemployment for special populations: poor interpersonal skills, lack of job related academic skills and lack of vocational skills. Overcoming these deficiencies requires the coordinated efforts of all school personnel, including special education, academic education and vocational education.

This handbook addresses the issue of teaching special populations the necessary skills to make their transition from school to work a successful experience. The contents of the handbook represent the products of a contracted project between Texas Education Agency (TEA) and the University of North Texas (UNT). The objectives established for the project were:

1. To identify the instructional program components necessary in the preparation of students with disabilities for transition from school to work and community living;
2. To develop a model instructional program based on findings in Objective 1, for students with mild to moderate disabilities age 12 years and above, which lead to graduation;
3. To identify curriculum and materials which are available for preparing students for work and community living;
4. To identify available resources for funding, including federal and state funds for general education, compensatory education, special education, vocational education and Job Training Partnership Act (JTPA); and
5. To develop a handbook which will include information about the total program, which can be used for replication in other school districts.

The overall purpose of this handbook is to provide personnel working with special populations with a practical guide that will help them teach the identified transition skills to these students.

# Transition Handbook Overview

This overview includes a description of the organization of the handbook as well as directions on how to access the contents To provide optimum accessibility of information to users, this handbook contains the following sections:

## Section One: List of School to Work and Adult Living Transition Skills for Special Populations

This section includes a list of 128 transition skills. This list of skills was accumulated by the project staff through a rigorous literature review and state field test process. The results of previous research on transition skills were compared to identify skills that were repetitively listed as significant skills for successful transition.

The transition skills were grouped into six competency areas. Below is a list of the competency areas and an example of the skills listed under each one:

1-Mathematics Skills (Skill #1-18)
  Example: Skill # 1 - Read, write, and count single digit whole numbers.

2-Communication Skills (Skill #19-41)
  Example: Skill # 36 - Compose understandable and logical written correspondence, memos, short notes, reports and business letters.

3-Job Specific Skills (Skill #42-49)
  Example: Skill # 44 - Produce quality products.

4-Employability Skills (Skill #50-88)
  Example: Skill # 79 - Demonstrate appropriate job interviewing skills.

5-Work Related Skills (Skill #89-105)
  Example: Skill # 90 - Work effectively under different styles of supervision.

6-Self Help/Independent Living Skills (Skill #106-128)
  Example: Skill #119 - Obtain help in emergency situations.

## Section Two: Recommended Instructional Activities (RIA's)

The purpose of this section is to provide illustrative examples of how transition skills could be taught in a variety of discipline areas. The discipline areas in this project included academic education and vocational education. Special education personnel served as consultants to both academic and vocational teachers on the project team. In each discipline area teachers attempted to recommend at least one instructional activity for every transition skill. Every Recommended Instructional Activity (RIA) includes a course title, grade level, unit title, lesson title and description of suggested instructional activities.

To provide the user with easy access to the RIAs, an index is available for this section. The index includes a list of the transition skills by skill number, skill title and corresponding page numbers of RIAs addressing the skill.

## Section Three: Curriculum Review

This section includes an annotated list of currently available curriculum materials that could be used to teach transition skills. The curriculum review sheets are sequenced in alphabetical order according to the last name of the author(s).Each curriculum material review sheet includes the following information:

1 - Transition skill(s) number addressed by the curriculum material
2 - Target grade(s)
3 - Title of curriculum material
4 - Category (e.g. teacher reference,student workbook...etc)
5 - Author(s)
6 - Copyright date
7 - Price
8 - Publisher's address and telephone number
9 - Annotated overview (e.g. contents, reading level, pre-requisites...etc).

## Section Four: Multiple Funding Sources

This section includes a description of the funding sources utilized to support transition activities for special populations in Garland Independent School District (GISD).

# Section One: List of School to Work and Adult Living Transition Skills for Special Populations

## Overview

This section includes a list of 128 transition skills identified as being necessary for the successful transition from school to work and adult living. The process of identifying these skills involved the following information sources:

- ERIC data base
- Curriculum development centers
- Review of Journal for Vocational Special Needs Education and Career Development for Exceptional Individuals
- Regional and local transition specialists
- Results of a Texas Education Agency project entitled "A study to identify the appropriate vocational education related competencies needed for graduation by handicapped students" (1990).

The total list of 376 transition skills identified by these sources was field tested by a group of educators in Texas to determine the transition skills needed by special populations in this state. The field test educators included special education administrators, special education teachers, vocational administrators, vocational instructors, vocational counselors and vocational special needs coordinators. The field test resulted in a final list of 128 transition skills.

The 128 transition skills were organized into the following competency areas: mathematics skills, communications skills, job specific skills, employability skills, work related skills and self help/independent living skills.

The compiled list of skills was also reviewed and approved by the following, prior to the writing team meetings:

- The project advisory committee
- The directors of Vocational Education, Special Education and Curriculum Coordinators in the Garland Independent School District (GISD) from which the writing team was selected.
- The middle and secondary school academic instructional coordinators for the subjects of mathematics, science, reading and language arts at GISD.

## List of School to Work and Adult Living Transition Skills for Special Populations

**GENERALIZABLE SKILLS (Competencies which are basic, necessary and transferable or common across vocational programs and jobs. These competencies are commonly believed to be necessary for success in vocational programs and employment.) (Greenan, 1986)**

### MATHEMATICS SKILLS

**Whole Numbers**

1. Read, write, and count single digit whole numbers
2. Read, write, and count multiple digit whole numbers
3. Add and subtract single digit whole numbers
4. Add and subtract multiple digit whole numbers
5. Multiply and divide single digit whole numbers
6. Multiply and divide multiple digit whole numbers
7. Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

**Fractions**

8. Read and write common fractions
9. Add and subtract common fractions
10. Multiply and divide common fractions
11. Solve word problems with common fractions

**Decimals**

12. Carry out arithmetic computations involving dollars and cents
13. Read and write decimals in one and more places
14. Round off decimals to one or more places
15. Add and subtract decimals in one or more places
16. Solve word problems with decimals in one or more places

**Measurement and Calculations**

17. Use a calculator to perform basic arithmetic operations to solve problems
18. Interpret graphs, charts, and tables

### COMMUNICATION SKILLS

**Words and Meanings**

19. Use plural words appropriately in writing and speaking
20. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking
21. Use appropriate abbreviations of words in writing and speaking
22. Use appropriate word choices in writing and speaking

**Reading**

23. Restate or paraphrase a reading passage to confirm understanding of what was read
24. Read and understand forms
25. Read and understand short notes, memos, and letters
26. Understand the meanings of words in sentences
27. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words
28. Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls
29. Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

**Speaking**

30. Speak fluently with individuals or groups
31. Pronounce words correctly
32. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures
33. Give or follow directions clearly and accurately
34. Communicate effectively by phone
35. Demonstrate tact and poise when speaking in stressful situations

**Writing**

36. Compose logical and understandable written correspondence, memos, short notes, reports, and business letters
37. Write understandable statements, phrases, or sentences to accurately fill out forms
38. Write legibly, using correct grammar and spelling

**Listening**

39. Restate or paraphrase a conversation to confirm what was said
40. Ask appropriate questions to clarify another's written or oral communications
41. Interpret oral directions/orders

**JOB SPECIFIC SKILLS (Competencies that will enable an individual to work effectively on a specific job)**

42. Seek clarification of unclear directions or assignments
43. Use and care for tools, materials and equipment
44. Produce quality products
45. Follow directions for a specific task
46. Follow one-step directions correctly
47. Follow multiple step directions correctly (e.g., two to five steps)
48. Show recognition of authority figures and supervisors and their roles
49. Display loyalty to school/company/job

**EMPLOYABILITY SKILLS (Competencies that will enable an individual to obtain and retain a job)**

50. Establish realistic career goals/choices
51. Display a positive attitude toward work (work ethic)
52. Demonstrate a good record of attendance
53. Display punctuality at school, work, and following breaks
54. Display pride in work
55. Demonstrate honesty
56. Demonstrate dependability
57. Observe and follow classroom/work rules and regulations
58. Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)
59. Work at a consistent pace
60. Manage time appropriately
61. Demonstrate work stability (remains on the job/task until completed)
62. Work effectively under pressure or within time limits
63. Keep work area clean
64. Display respect for other people
65. Show respect for property of others
66. Seek help when needed
67. React appropriately to constructive criticism
68. Accept praise appropriately
69. Assume responsibility for own actions/behaviors
70. Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)
71. Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)
72. Demonstrate willingness to learn new skills/information
73. Demonstrate adaptability to changing situations
74. Follow safety regulations
75. Respond appropriately to classroom and/or job related emergencies
76. Practice good hygiene/grooming
77. Dress appropriately for work/specific job
78. Correctly complete a job application
79. Demonstrate appropriate job interviewing skills
80. Demonstrate the ability to complete a job resume
81. Demonstrate job retention skills (e.g., request a raise, route to promotion)
82. Prepare letters of applications
83. Compile a list of references
84. Apply for a social security card, work permit and/or licenses
85. Select and plan occupational choices (e.g., make realistic career choices, identify requirements of appropriate and available jobs, identify occupational aptitudes and abilities, identify occupational interests, match occupational interests with abilities, locate appropriate training program)

86. Know and explore occupational possibilities (e.g., locate sources of occupational and training information, classify jobs into occupational categories, investigate local job opportunities)
87. Develop a career plan
88. Prepare for common types of employment tests

**WORK RELATED SKILLS (Competencies that will enable an individual to establish effective interpersonal relationships on the job)**

89. Display behavior that is age appropriate
90. Work effectively under different styles of supervision
91. Work cooperatively as a member of a team
92. Get along and work effectively with people of different personalities
93. Show up regularly and on time for activities and appointments
94. Engage appropriately in social interaction and situations
95. Speak with others in a relaxed and self-confident manner
96. Compliment and provide constructive feedback to others at appropriate times
97. Initiate and maintain friendly conversations with other individuals
98. Initiate, maintain, and draw others into friendly group conversations
99. Join in friendly group conversations
100. Express complaints appropriately
101. Avoid arguments
102. Help others without being asked
103. Help others when asked
104. Demonstrate appropriate manners in a social setting
105. Accept differences in others

**SELF HELP/INDEPENDENT LIVING SKILLS (Competencies that will enable an individual to live independently in the community)**

106. Provide correct personal information when asked (i.e., name, address, phone number, social security number)
107. Read and display recognition of street signs
108. Use public transportation (e.g., bus, taxi)
109. Demonstrate ability to order food from a menu
110. Demonstrate the ability to read labels (e.g., food, packages)
111. Purchase food and groceries
112. Buy and care for personal clothing
113. Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)
114. Perform basic housekeeping tasks
115. Ingest medication as prescribed
116. Correctly count money and make change

**117.** Demonstrate appropriate money management through planning and budgeting

**118.** Conduct bank transactions (e.g., checking account, savings account)

**119.** Obtain help in emergency situations

**120.** Plan use of leisure time for hobbies and recreational activities (e.g., demonstrate knowledge of available community resources, engage in group and individual activities, choose and plan activities)

**121.** Exhibit responsible citizenship (e.g., demonstrate knowledge of civil rights and responsibilities; know nature of local, state and federal governments, demonstrate proper voting procedure)

**122.** Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

**123.** Identify and describe community legal and financial counseling and law enforcement services

**124.** Identify and describe community services such as recreation, transportation, employment, and emergency services, etc

**125.** Locate apartments and houses available for rent, lease, or purchase

**126.** Read and interpret rental agreements and leases

**127.** Obtain the services of utility companies

**128.** Calculate the cost of maintaining a residence

## Section Two: Recommended Instructional Activities (RIA's)

### How To Use Section Two

Section Two includes Recommended Instructional Activities (RIA's) that may be used in current or future curricula to teach transition skills to special needs populations. The discipline areas addressed include vocational education, science, mathematics, social studies, reading and language arts. Special Education personnel served as consultants to the team of vocational and academic teachers. The teachers who participated in the project have attempted to include at least one RIA for every identified transition skill in each discipline area. In some cases, however, it was the judgment of the teacher in charge of the discipline area that a certain skill, or skills, be excluded.

To provide users with an easy access to RIA's relevant to their specific needs, Section Two is organized in the following manner:

| | |
|---|---|
| Transition Skills Index: | A reference table enabling a user to review specific skills for specific discipline areas within the RIA list. |
| RIA List: | List of RIA's for every skill addressed according to discipline area and skill number. |

The Discipline Areas are listed across the top of each index page. The Skill Numbers and Skill Titles are listed in the two left hand columns. The page numbers of the RIA's for each of transition skill are found in the columns below each Discipline Area.

# TRANSITION SKILL INDEX

| Transition Skill Number | Transition Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| **Mathematics: Whole Numbers** | | | | | | | | | | | | | |
| 1 | Read, write, and count single digit whole numbers | 23-28 | 212 | 343-345 | 555-556 | 697 | 746 | 802 | 849 | 914 | 959 | 1019 | 1072 |
| 2 | Read, write, and count multiple digit whole numbers | 29-31 | 213 | | 557-558 | 697 | 746 | 802 | 849 | 914 | 959 | 1020 | 1073 |
| 3 | Add and subtract single digit whole numbers | 32-34 | 214 | 346-348 | 558 | 698 | 747 | 803 | 850 | 915 | 960 | 1020 | 1074 |
| 4 | Add and subtract multiple digit whole numbers | 35-36 | 215 | 349-350 | 559-560 | 698 | 747 | 803 | 850 | 915 | 061 | 1020 | 1074 |
| 5 | Multiply and divide single digit whole numbers | 36 | 216 | 351-352 | 561 | 699 | | 804 | 851 | 915 | 962 | 1021 | 1075 |
| 6 | Multiply and divide multiple digit whole numbers | 36 | 217 | | 562 | 699 | | 804 | 851 | 916 | 962 | 1021 | 1075 |
| 7 | Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers | 37-38 | 218 | 353-354 | 563 | 700 | | 805 | | 916 | 963 | 1021 | 1076 |
| **Mathematics: Fractions** | | | | | | | | | | | | | |
| 8 | Read and write common fractions | 39 | 219 | 355-356 | 564 | 700 | 748 | | 852 | 916 | 963 | 1022 | 1076 |
| 9 | Add and subtract common fractions | | 220 | | 565 | 701 | 748 | | 852 | 917 | 964 | 1022 | 1077 |
| 10 | Multiply and divide common fractions | | 221 | | 566 | 701 | 749 | | | 917 | 965 | 1023 | 1077 |
| 11 | Solve word problems with common fractions | | 222 | 357-358 | 567-568 | 702 | 749 | | | 917 | 966 | 1023 | 1078 |

## TRANSITION SKILL INDEX

| Transition Skill Number | Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| | **Mathematics: Decimals** | | | | | | | | | | | | |
| 12 | Carry out arithmetic computations involving dollars and cents | 39 | 223 | 359-360 | 569-570 | 702 | 750 | 805 | 853 | 918 | 967 | 1023 | 1078 |
| 13 | Read and write decimals in one or more places | 40 | 224 | 361-362 | 571-572 | 703 | 750 | 806 | 854 | 918 | 967 | 1024 | 1079 |
| 14 | Round off decimals to one or more places | 41 | 225 | 363-364 | 573 | 703 | 751 | 806 | | 918 | 968 | 1024 | 1079 |
| 15 | Add and subtract decimals in one or more places | 41 | 226 | | 574 | 704 | 751 | 807 | | 919 | 969 | 1024 | 1079 |
| 16 | Solve word problems with decimals in one or more places | 42 | 227 | | 575 | | 752 | 807 | | 919 | 970 | 1025 | 1080 |
| | **Mathematics: Measurement and Calculations** | | | | | | | | | | | | |
| 17 | Use a calculator to perform basic arithmetic operations to solve problems | 42 | 228 | 365-366 | 576 | | 752 | 808 | 855 | 919 | 970 | 1025 | 1080 |
| 18 | Interpret graphs, charts, and tables | 43-45 | 229 | 367-368 | 577-578 | | 753 | 808 | 855 | 920 | 971 | 1025 | 1080 |
| | **Communication Skills: Words and Meanings** | | | | | | | | | | | | |
| 19 | Use plural words appropriately in writing and speaking | 46-48 | 230-231 | 369-370 | 579-580 | 704 | 753 | 809 | 856 | 920 | 971 | 1026 | 1081 |
| 20 | Use appropriate contractions and shortened forms of words by using apostrophe in writing and speaking | 48-50 | 232 | 371-372 | | 705 | | 809 | | 920 | 972 | 1026 | 1081 |
| 21 | Use appropriate contractions and shortened forms of words | 51-53 | 233 | | 581-582 | 705 | 754 | 810 | 856 | 921 | 972 | 1026 | 1081 |
| 22 | Use appropriate word choices in writing and speaking | 54-56 | 234 | | 583-584 | 706 | 754 | 810 | 857 | 921 | 973 | 1027 | |

## TRANSITION SKILL INDEX

**Communication Skills: Reading**

| Transition Skill Number | Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 23 | Restate or paraphrase a reading passage to confirm understanding of what was read | 57-59 | 235-236 | 373-374 | 585-586 | 706 | 755 | 811 | 857 | 921 | 973 | 1027 | 1082 |
| 24 | Read and understand forms | 60-61 | 237 | 375-376 | 587 | 707 | 755 | 811 | 858 | 922 | 974 | 1027 | 1082 |
| 25 | Read and understand short notes, memos, and letters | 62 | 238 | 377-378 | 588 | 707 | 756 | 812 | | 922 | 974 | 1028 | 1082 |
| 26 | Understand the meanings of words in sentences | 63-64 | 239 | 379-380 | 589 | 708 | 756 | 812 | 858 | 922 | 975 | | 1083 |
| 27 | Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words | 65-66 | 240 | 381-382 | 590 | 708 | | 813 | 859 | 923 | 975 | 1028 | 1083 |
| 28 | Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls | 67-68 | 241 | 383 | 591 | 709 | 757 | 813 | 859 | 923 | 976 | 1028 | 1083 |
| 29 | Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs | 69-70 | 242-243 | 384-385 | 592 | 709 | 757 | 814 | 860 | 923 | 976 | 1029 | 1084 |

**Communication Skills: Speaking**

| Transition Skill Number | Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 30 | Speak fluently with individuals or groups | 71-73 | 244 | 386-387 | 593-594 | 710 | 758 | 814 | 860 | 924 | 977 | 1029 | 1084 |
| 31 | Pronounce words correctly | 74-75 | 245 | 388-389 | 595 | 710 | 758 | 815 | 861 | 924 | 977 | 1030 | |
| 32 | Speak effectively using appropriate behaviors such as eye contact, posture, and gestures | 76-77 | 246-247 | 390-391 | 596 | 711 | 759 | 815 | 861 | 924 | 978 | 1030 | 1085 |

## TRANSITION SKILL INDEX

| Transition Skill Number | Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 33 | Give or follow directions clearly and accurately | 78-79 | 248 | 392-393 | 597 | 711 | 759 | 816 | 862 | 925 | 978 | | 1085 |
| 34 | Communicate effectively by phone | 80-81 | 249 | 394-395 | | 712 | 760 | 816 | 862 | 925 | 979 | 1030 | 1086 |
| 35 | Demonstrate tact and poise when speaking in stressful situations | 82 | 250 | 396 | 598 | 712 | | 817 | 863 | 925 | 979 | 1031 | 1086 |
| **Communication Skills: Writing** | | | | | | | | | | | | | |
| 36 | Compose logical and understandable written correspondence, memos, short notes, reports, and business letters | 83-84 | 251 | 397-398 | 599 | 713 | 760 | 817 | 863 | 926 | 980 | 1031 | 1086 |
| 37 | Write understandable statements, phrases, or sentences to accurately fill out forms | 85 | 252 | 399-400 | 600 | 713 | | 818 | | 926 | 980 | 1031 | 1087 |
| 38 | Write legibly, using correct grammar and spelling | 86-87 | 253 | 401-402 | 601 | 714 | 761 | 818 | 864 | 926 | 981 | 1032 | 1087 |
| **Communication Skills: Listening** | | | | | | | | | | | | | |
| 39 | Restate or paraphrase a conversation to confirm what was said | 88 | 254 | 403-404 | 602 | 714 | 761 | 819 | 864 | 927 | 981 | 1032 | 1087 |
| 40 | Ask appropriate questions to clarify another's written or oral communications | 89 | 255 | 405-406 | 603 | 715 | 762 | 819 | 865 | 927 | 982 | 1032 | 1088 |
| 41 | Interpret oral directions/orders | 90-91 | 256 | 407-408 | 604 | 715 | 762 | 820 | 865 | 927 | 983 | 1033 | 1088 |

# TRANSITION SKILL INDEX

| Transition Skill Number | Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| **Job Specific Skills (Competencies that will enable an individual to work effectively on a specific job)** | | | | | | | | | | | | | |
| 42 | Seek clarification of unclear directions or assignments | 92-93 | 257 | 409-410 | 605 | 716 | 763 | 820 | 866 | 928 | 984 | 1034 | 1089 |
| 43 | Use and care for tools, materials, and equipment | 94-95 | 258 | 411-412 | 606 | 716 | 764 | 820 | 866 | 928 | 984 | 1034 | 1089 |
| 44 | Produce quality products | 96-97 | 259 | 413-414 | 607 | 716 | 765 | 821 | 867 | 928 | 985 | 1035 | 1090 |
| 45 | Follow directions for a specific task | 98-99 | 260 | 415-416 | 608 | 717 | 765 | 821 | 867 | 929 | 986 | 1035 | 1090 |
| 46 | Follow one-step directions correctly | 99-100 | 261 | 417-418 | 609 | 717 | 766 | 821 | 867 | 929 | 986 | 1036 | 1090 |
| 47 | Follow multiple step directions correctly (e.g., two to five steps) | 101-102 | 262 | 419-420 | 610 | 717 | | 822 | 868 | 929 | 987 | 1036 | 1091 |
| 48 | Show recognition of authority figures and supervisors and their roles | 103-104 | 263 | 421-422 | 611-612 | 718 | 766 | 822 | 868 | 930 | 987 | 1037 | 1091 |
| 49 | Display loyalty to school/ company/job | 105-106 | 264 | 423-424 | 613-614 | 718 | 767 | 822 | 869 | 930 | 988 | 1037 | 1091 |
| **Employability Skills (Competencies that will enable an individual to obtain and retain a job)** | | | | | | | | | | | | | |
| 50 | Establish realistic career goals/choices | 107-108 | 265 | 425-426 | 615-616 | 718 | 768 | 823 | 869 | 930 | 988 | 1038 | 1092 |
| 51 | Display a positive attitude toward work (work ethic) | 109 | 266 | 427-428 | 617-618 | 719 | 769 | 823 | 870 | 931 | 988 | 1038 | 1092 |
| 52 | Demonstrate a good record of attendance | | 267 | 429-430 | 619 | 719 | 769 | 823 | 870 | 931 | 989 | 1039 | 1093 |

## TRANSITION SKILL NUMBER

| | | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Transition Skill Number | Skill Title | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 53 | Display punctuality at school, work, and following breaks | 110 | 268 | 431-432 | 620 | 719 | 770 | 824 | 870 | 931 | 989 | 1039 | 1094 |
| 54 | Display pride in work | 111-112 | 269 | 433-434 | 621 | 720 | 770 | 824 | 871 | 932 | 989 | 1040 | 1095 |
| 55 | Demonstrate honesty | 113-114 | 270 | 435-436 | 622 | 720 | 771 | 824 | 871 | 932 | 990 | 1040 | 1095 |
| 56 | Demonstrate dependability | 115 | 271 | 437-438 | 623 | 720 | 771 | 825 | 872 | 932 | 990 | 1041 | |
| 57 | Observe and follow classroom/ work rules and regulations | 116 | 272 | 439-440 | 624 | 720 | 772 | 825 | 872 | 933 | 990 | 1041 | 1096 |
| 58 | Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily) | 117 | 273 | 441-442 | 625 | 721 | 772 | 825 | 873 | 933 | 991 | 1042 | 1096 |
| 59 | Work at a consistent pace | 118-119 | 274 | 443-444 | 626 | 721 | 773 | 826 | 873 | 933 | 991 | 1042 | 1097 |
| 60 | Manage time appropriately | 119-120 | 275 | 445-446 | 627 | 721 | 773 | 826 | 874 | 934 | 991 | 1043 | 1097 |
| 61 | Demonstrate work stability (remains on the job/task until completed) | 121-122 | 276 | 447-448 | 628 | 722 | 774 | 826 | 874 | 934 | 992 | 1043 | 1097 |
| 62 | Work effectively under pressure or within time limits | 123-124 | 277 | 449-450 | 629 | 722 | 775 | 827 | 875 | 934 | 992 | | 1098 |
| 63 | Keep work area clean | 124 | 278 | | 630 | 722 | 775 | 827 | 875 | 935 | 992 | | 1098 |
| 64 | Display respect for other people | 125 | | 351 | 631 | 723 | 776 | 827 | 876 | 935 | 993 | 1044 | 1099 |
| 65 | Show respect for property of others | 126 | 279 | 452-453 | 633 | 723 | 776 | 828 | 876 | 935 | 993 | 1044 | 1099 |
| 66 | Seek help when needed | 127 | 280 | 454-455 | 634 | 723 | 777 | 828 | 877 | 936 | 994 | 1045 | 1100 |

## TRANSITION SKILL INDEX

| Transition | | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill Number | Skill Title | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 67 | React appropriately to constructive criticism | 128-129 | 281 | 456-457 | 635 | 724 | 777 | 828 | 877 | 936 | 994 | 1045 | 1100 |
| 68 | Accept praise appropriately | 129-130 | 282 | 458-459 | 636 | 724 | 778 | 829 | 878 | 936 | 994 | 1046 | 1100 |
| 69 | Assume responsibility for own actions/behaviors | 130-131 | 283 | 460-461 | 637 | 724 | 778 | 829 | 878 | 937 | 995 | 1046 | 1101 |
| 70 | Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction) | 132-133 | 284 | 462-463 | 638 | 725 | 779 | 829 | 879 | 937 | 995 | 1047 | 1101 |
| 71 | Demonstrate appropriate problem-solving skills (e.g., solution, evaluate results) | 134-135 | 285 | 464 | 639 | 725 | 779 | 830 | 879 | 937 | 995 | 1047 | 1102 |
| 72 | Demonstrate willingness to learn new skills/information | 136-137 | 286 | 465 | 640 | 725 | 780 | 830 | 880 | 938 | 996 | 1048 | 1102 |
| 73 | Demonstrate adaptability to changing situations | 137-138 | 287 | 466-467 | 641 | 726 | 780 | 830 | 881 | 938 | 996 | 1048 | 1103 |
| 74 | Follow safety regulations | 139-140 | 288 | 468 | 642 | 726 | 781 | 831 | 882 | 938 | 996 | 1049 | 1103 |
| 75 | Respond appropriately to classroom and/or job related emergencies | 141-142 | 289 | 469 | 643 | 726 | 781 | 831 | 882 | 939 | 997 | 1049 | 1103 |
| 76 | Practice good hygiene/grooming | 142 | 290 | 470 | 644 | 727 | 782 | 831 | 883 | 939 | 997 | 1050 | 1104 |
| 77 | Dress appropriately for work/ specific job | 143 | 291 | 471 | 645 | 727 | 782 | 832 | 883 | 939 | 997 | 1050 | 1104 |
| 78 | Correctly complete a job application | 144-145 | 292 | 472 | 646 | 727 | 783 | 832 | 883 | 940 | 998 | 1050 | 1104 |
| 79 | Demonstrate appropriate job interviewing skills | 146 | 293 | 473 | 647 | 728 | 783 | 832 | 884 | 940 | 998 | 1051 | 1105 |
| 80 | Demonstrate the ability to complete a job resume | 147 | 294 | 474 | 648 | 728 | 784 | 833 | 884 | 940 | 998 | 1051 | 1105 |

## TRANSITION SKILL INDEX

| Transition Skill Number | Transition Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 81 | Demonstrate job retention skills (e.g., request a raise, route to promotion) | 148 | 295 | 475 | 649 | 728 | 784 | 833 | 885 | 941 | 999 | 1052 | 1105 |
| 82 | Prepare letters of applications | 149 | 296 | 476 | 650 | 729 | 785 | 833 | 885 | 941 | 999 | 1052 | 1106 |
| 83 | Compile a list of references | 150 | 297 | 477 | 651 | 729 | 785 | 834 | 886 | 941 | 999 | 1053 | 1106 |
| 84 | Apply for a social security card, work permit and/or licenses | 151 | 298 | 478 | 652 | 729 | 786 | 834 | 886 | 942 | 1000 | 1053 | 1107 |
| 85 | Select and plan occupational choices (e.g., make realistic career choices, identify requirements of appropriate and available jobs, identify occupational aptitudes and abilities, identify occupational interests, match occupational interests with abilities, locate appropriate training program) | 152 | 299 | 479 | 653 | 730 | 786 | 834 | 887 | 942 | 1000 | 1054 | 1107 |
| 86 | Know and explore occupational possibilities (e.g., locate sources of occupational and training information, classify jobs into occupational categories, investigate local job opportunities) | 153-154 | 300 | 480 | 654 | 730 | 787 | 835 | 887 | 943 | 1000 | 1054 | 1108 |
| 87 | Develop a career plan | 154-155 | 301 | 481 | 655 | 730 | 787 | 835 | 888 | 943 | 1001 | 1055 | 1108 |
| 88 | Prepare for common types of employment tests | 156-157 | 302 | 482 | 656 | 731 | 787 | 835 | 888 | 944 | 1001 | 1055 | 1108 |

## TRANSITION SKILL INDEX

| Transition Skill Number | Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| | **Work Related Skills (Competencies that will enable an individual to establish effective interpersonal relationships on the jobs)** | | | | | | | | | | | | |
| 89 | Display behavior that is age appropriate | 158-159 | 303 | 483-484 | 657 | 732 | 788 | 836 | 889 | 944 | 1002 | 1056 | 1109 |
| 90 | Work effectively under different styles of supervision | 160-161 | 304 | 485-486 | 658 | 732 | 788 | 836 | 889 | 944 | 1002 | 1056 | 1109 |
| 91 | Work cooperatively as a member of a team | 162-163 | 305 | 487-488 | 659 | 733 | 788 | 837 | 890 | 945 | 1002 | 1056 | 1110 |
| 92 | Get along and work effectively with people of different personalities | 164 | 306 | 489-490 | 660 | 733 | 789 | 837 | 890 | 945 | 1003 | 1057 | 1110 |
| 93 | Show up regularly and on time for activities and appointments | 165-166 | 307 | 491-492 | 661 | 733 | 789 | 838 | 891 | 945 | 1003 | 1057 | 1110 |
| 94 | Engage appropriately in social interaction and situations | 167-168 | 308 | 493-494 | 662 | 734 | 790 | 838 | 891 | 946 | 1004 | 1058 | 1111 |
| 95 | Speak with others in a relaxed and self-confident manner | 169 | 309 | 495-496 | 663 | 734 | 790 | 839 | 892 | 946 | 1004 | 1058 | 1111 |
| 96 | Compliment and provide constructive feedback to others at appropriate times | 170-171 | 310 | 497-498 | 664 | 734 | 790 | 839 | 892 | 946 | 1004 | 1059 | 1111 |
| 97 | Initiate and maintain friendly conversations with other individuals | 172-173 | 311 | 499-500 | 665 | 735 | 791 | 840 | 893 | 947 | 1005 | 1059 | 1112 |
| 98 | Initiate, maintain, and draw others into friendly group conversations | 174-175 | 312 | 501-502 | 666 | 735 | 791 | 840 | 894 | 947 | 1005 | 1060 | 1112 |
| 99 | Join in friendly group conversations | 176-177 | 313 | 503-504 | 667 | 735 | 791 | 841 | 895 | 947 | 1005 | 1060 | 1113 |

## TRANSITION SKILL INDEX

| Transition Skill Number | Skill Title | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | General Academic Education | | | | Vocational Education | | | | | | | |
| 100 | Express complaints appropriately | 178 | 314 | 505-506 | 668 | 736 | 792 | 841 | 895 | 948 | 1006 | 1061 | 1113 |
| 101 | Avoid arguments | 179 | 315 | 507-508 | 669 | 736 | 792 | 842 | 896 | 948 | 1006 | 1061 | 1114 |
| 102 | Help others without being asked | 180-181 | 316 | 509-510 | 670 | 736 | 792 | 842 | 897 | 948 | 1006 | 1061 | 1114 |
| 103 | Help others when asked | 182 | 317 | 511-512 | 671 | 737 | 793 | 843 | 897 | 949 | 1007 | 1062 | 1115 |
| 104 | Demonstrate appropriate manners in a social setting | 183 | 318 | 513-514 | 672 | 737 | 793 | 843 | 898 | 949 | 1007 | 1062 | 1115 |
| 105 | Accept differences in others | 184-185 | 319 | 515-516 | 673 | 737 | | 844 | 898 | 949 | 1007 | 1063 | 1116 |

**Self Help/Independent Living Skills (Competencies that will enable an individual to live independently in the community)**

| Transition Skill Number | Skill Title | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 106 | Provide correct personal information when asked (i.e., name, address, phone number, social security number) | 186 | 320 | 517-518 | 674 | 738 | 793 | 844 | 899 | 950 | 1008 | 1063 | 1116 |
| 107 | Read and display recognition of street signs | 187-188 | 321 | 519-520 | 675 | 738 | 794 | | 900 | 950 | 1008 | 1064 | 1117 |
| 108 | Use public transportation (e.g., bus, taxi) | | 322 | 521-522 | 676 | 738 | 794 | | | 950 | 1008 | 1064 | 1117 |
| 109 | Demonstrate ability to order food from a menu | 189 | 323 | 523-524 | 677 | 739 | 795 | 845 | 901 | 951 | 1009 | 1065 | 1118 |
| 110 | Demonstrate the ability to read labels (e.g., food, packages) | 190 | 324 | 525-526 | 678 | 739 | | 845 | 901 | 951 | 1010 | 1065 | 1118 |
| 111 | Purchase food and groceries | 191 | 325 | 527-528 | 679 | 739 | 795 | | 902 | 951 | 1010 | 1065 | 1119 |

## TRANSITION SKILL INDEX

| Transition | | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill Number | Skill Title | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 112 | Buy and care for personal clothing | 192 | 326 | 529-530 | 680 | 740 | 795 | 845 | 903 | 952 | 1011 | 1066 | 1119 |
| 113 | Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities) | 193 | 327 | 531-532 | 681 | 740 | 796 | | 904 | 952 | 1011 | 1066 | 1120 |
| 114 | Perform basic housekeeping tasks | 194 | 328 | 533-534 | 682 | 740 | 796 | 846 | 905 | 952 | 1012 | 1066 | 1120 |
| 115 | Ingest medication as prescribed | 195 | 329 | 535-536 | 683 | 741 | 796 | | 906 | 953 | 1012 | 1067 | |
| 116 | Correctly count money and make change | 196 | 330 | 537-538 | 684 | 741 | 797 | 846 | 907 | 953 | 1013 | 1067 | 1121 |
| 117 | Demonstrate appropriate money management through planning and budgeting | 197 | 331 | 539-540 | 685 | 741 | 797 | 846 | 907 | 954 | 1013 | 1067 | 1121 |
| 118 | Conduct bank transactions (e.g., checking account, savings account) | 198 | 332 | 541-542 | 686 | 742 | 797 | 847 | 908 | 954 | 1013 | 1068 | 1122 |
| 119 | Obtain help in emergency situations | 199 | 333 | 543-544 | 687 | 742 | 798 | 847 | 908 | 955 | 1014 | 1068 | 1122 |
| 120 | Plan use of leisure time for hobbies and recreational activities (e.g., demonstrate knowledge of available community resources, engage in group and individual activities, choose and plan activities) | 200 | 334 | 545-546 | 688 | 742 | 798 | 847 | 909 | 955 | 1014 | 1068 | 1123 |

## TRANSITION SKILL INDEX

| Transition Skill Number | Skill Title | General Academic Education | | | | Vocational Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language Arts/ Reading | Mathematics | Science | Social Studies | Agriculture Coop | Autobody | Business Information Processing | Career Investigation | Child Care, Guidance and Development | Drafting | Home Economics Coop | Marketing Education |
| 121 | Exhibit responsible citizenship (e.g., demonstrate knowledge of civil rights and responsibilities; know nature of local, state and federal governments, demonstrate proper voting procedure) | 201 | 335 | 547-548 | 689 | 743 | 799 | 848 | 909 | 956 | 1014 | 1069 | 1123 |
| 122 | Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc. | 202 | 336 | 549-550 | 690 | 743 | 799 | | 910 | 956 | 1015 | 1069 | 1124 |
| 123 | Identify and describe community legal and financial counseling and law enforcement services | 203-204 | 337 | 551-552 | 691 | 743 | 799 | | 910 | 957 | 1015 | 1069 | 1124 |
| 124 | Identify and describe community services such as recreation, transportation, employment, and emergency services, etc | 205-206 | 338 | 553-554 | 692 | 744 | 800 | | 911 | 957 | 1016 | 1070 | 1125 |
| 125 | Locate apartments and houses available for rent, lease, or purchase | 207 | 339 | | 693 | 744 | 800 | | 912 | 957 | 1016 | 1070 | 1125 |
| 126 | Read and interpret rental agreements and leases | 208 | 340 | | 694 | 744 | 800 | | 912 | 958 | 1017 | 1070 | 1126 |
| 127 | Obtain the services of utility companies | 209 | 341 | | 695 | 745 | 801 | | 913 | 958 | 1017 | 1071 | 1126 |
| 128 | Calculate the cost of maintaining a residence | 210-211 | 342 | | 696 | 745 | 801 | | 913 | 958 | 1018 | 1071 | 1126 |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English - (Basic, Regular, and Honors) | 7 - 8 | Poetry Unit | Follow Directions | Copy and follow multi-level step directions. |
| | | Book Reports | Note Taking | Number major points (outline skills). |
| | | Cooperative Learning | Group Work | Number designated presenters (ordinal numbers) Who goes first, second, third. |
| | | Communication | Writing | Follow written numbered sequence of events to produce paragraphs - transition words. |
| | | Proofreading | Organization | Comprise organizational list. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English - (Basic, Regular, and Honors) | 7 - 8 | Oral Reports | Note Taking | List paraphrased information in sequential order. |
| | | Short Story | Literary Elements | Number each element from sheet with elements already furnished. |
| | | Introduction | Parts of Speech | Number each part of speech or outline giving definitions and names. |
| English I and II | 9 - 10 | Introduction to Literature | Book Parts | Number and identify all parts of textbook. |
| | | Outlining | Following Directions | Number sub-steps of a paragraph. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English I, II, III, V, IV (Regular, Basic,Honors) | 9 - 12 | Writing a Single Paragraph | Paragraph Development | Number points of paragraph and use appropriate transition. |
| English I, II (Regular, Basic,Honors) | 9 - 10 | Paragraph Development | Proofreading | Number various items for editing and proofreading. |
| English I, II (Regular, Basic,Honors) |  | Proofreading | Parts of Speech | Number each part of speech in a single sentence. |
|  |  | Short Story | Vocabulary | Number for identification purposes colloquialisms, slang, idioms, and jargon in a specific literary selection. |
|  |  | Literary Genre | Poetry | Number stanzas of poems. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English I and II (Basic, Regular, and Honors) | 9 - 10 | Short Story | Story Development | Number the steps of plot development of a short story. |
| | | Novel Development | Plot Development | Number relevant details, number sequential order of events of a novel. |
| English III (Basic, Regular, and Honors) | 11 | Short Story | Chronological Order | Number event in sequential order from a short story. |
| | | Outlining | Follow Directions | Number a set of directions according to importance of information. |
| English IV (Basic, Regular, and Honors) | 12 | Proofreading | Editing | Number various items for revisions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV (Basic, Regular, and Honors) | 12 | Short Story | Vocabulary | Number for identification purposes, slang, idioms, and jargon used in a short story. |
| | | Reading Skills | Literary Genres | Number characteristics of various literary genre such as short story, novel, and poetry. |
| | | Reading Skills | Plot Development | Number and list supporting details in a story. |
| | | Study Skills | Follow Directions | Number a set of directions to use to study for a major quiz. |
| | | Study Skills | Parts of Book | Number and identify the glossary, table of contents, and index. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 12 | Research Techniques | Reference Material | Understanding page and definition numbers. |
| | | Main Idea | Sequencing | Arrange and number events in order that they happened. |
| | | Outlining | Directions | Follow two step directions. |
| | | Reference Materials | Library Skills | Use card catalog to find a specific book. |
| | | Proofreading | Organization | Comprise organizational list. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Language Arts (Basic, Regular, and Honors) | 7 | Reference Materials | Library | Use numbers of card catalog, dictionaries, etc. |
| | 8 | Resources | Dictionary Skills | Use numbers of dictionary pages to determine word meaning and etymology. |
| English I - Language Arts (Basic, Regular, and Honors) | 9 | Note Taking | Oral Interpretation of Information | Use numbers correctly while speaking orally from notes taken in-class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II - Language Arts (Basic, Regular, and Honors) | 10 | Writing a Multiple Paragraph Essay | Paragraph Development | Number and arrange ideas in order to compose multi-paragraph essays. |
| | | Reading | Reading Speed | Count reading rate of various kinds of materials. |
| | | Introductions to Literature | Book Parts | Use footnotes, appendices, tables, etc. to find information in reference materials. |
| English III - Language Arts (Basic, Regular, and Honors) | 11 | Development of Literature in America | Recognize Historical Dates | Identify dates of major literary works. |
| | | Research Techniques | References | Use advanced dictionary numbering systems. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV (Basic, Regular, and Honors) | 12 | Research Techniques | Documentation | Use numbering system for combining information from two or more sources. |
| | | Linguistics | History of Language | Use dates and numbers of major developments of the English language. |
| | | Research Techniques | Interpretation | Interpret complex maps, charts, and tables used for gathering information for major paper. |
| Reading | 7 - 12 | Literary History | Biography | Match famous author's birth dates with author's name. |
| | | Silent Reading | Keeping Chart | Count number of pages read daily. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English (Basic, Regular, and Honors) | 7 | Proofreading | Punctuation and Capitalization | Add number of errors made in punctuation and capitalization. |
| | 7 - 8 | Review | Parts of Speech | Subtract number of parts of speech studied from chapter eight. |
| | 8 | Vocabulary Review | Spelling | Add number of misspelled words in sentences. |
| English I and II (Basic, Regular, and Honors) | 9 - 10 | Sentence Development | Parts of Speech | Add the different parts of speech used in a designated sentence. |
| English I (Basic, Regular, and Honors) | 9 | Literary Style | Vocabulary | Add the number of colloquialisms, slang, idioms, or foreign words used in sentences in a literary selection. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II - Basic, Honors, Regular | 10 | Paragraph Development | Multi-paragraph Essay | Add the number of paragraphs used in an essay. |
| | | Reference Materials | Library Use | Add the number of different sections of a library used for gathering information. |
| English III - Basic, Honors, Regular | 11 | Literature Development | Vocabulary | Add the number of colloquialisms, slang, idioms, or jargon used in sentences in a literary selection. |
| English III and IV (Basic, Regular, and Honors) | 11 - 12 | Literature | Plot Development | Add the number of supporting details in a plot. |
| English III (Basic, Regular, and Honors) | 11 | Research Techniques | Library | Add the different sections of library used to obtain information. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV (Basic, Regular, and Honors) | 12 | Sentence Writing | Punctuation and Capitalization | Add the number of punctuation or capitalization mistakes made in a sentence. |
| Reading | 7 - 12 | Resources | Newspaper Skills | Reading advertisements for merchandise and figuring reductions in sale prices. |
| | | Study Skills | Following Directions | Number order of directional steps to follow in preparing for a test. Add or subtract information according to importance. |
| | | Main Idea | Sequencing | Read to determine order of sequence by adding or subtracting information. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Language Arts Basic, Honors, Regular | 7 | Reference Materials | Organization | Add all information from dictionary to make an appropriate list of information given there-in. |
| Language Arts (Basic and Honors) | 8 | Writing How-To Papers | Following Directions | Add steps to complicate a process or subtract steps to simplify process. |
| English I - Language Arts (Basic and Regular) | 9 | Reading Skills | Improving Reading Rate | Add or subtract to determine reading rate of each person. |
| English II - Language Arts Basic, Honors, Regular | 10 | Study Skills | Note-Taking | Add material or subtract numbered material from note taking in order to organize for study or writing. |
| English III - Language Arts (Regular, Basic, Honors) | 11 | Development of Literature | History | Add or subtract dates to determine influence of events on literary developments of the periods. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV - Basic, Honors, Regular | 12 | Research Techniques | Graphs | Analyze numbers in a graph for use in a major paper. |
| Reading | 8 - 9 | Silent Reading | Reading Chart | Total the number of pages read during a three week period. |

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 12 | Resources | Newspaper Awareness | Use newspaper ads to determine item reductions. Count the number of pages in the sports page and multiply by 7 to get an approximate number of pages used for sports in a week. |

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 | Resources | Newspaper | Figuring prices per ounce using newspaper ads to determine which produce is cheaper. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Language Arts (Regular, Basic,Honors) | 7 | Literature | Short Story | Create word problems to prove point of story. |
| English I, II, III, IV - Language Arts (Regular, Basic,Honors) | 9 - 12 | Research | Reference Materials | Use math to determine locations on maps, almanacs, etc.. |
| English I, II, III, IV (Regular, Basic,Honors) | 9 - 12 | Literature | Maps | Find by addition and subtraction location of places explained in stories. |
| English III and IV (Regular, Basic,Honors) | 11 - 12 | Reading | Main Idea | Create word problems to prove point of story. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 8 | Reading Math Problems | Main Idea | Use math book to read problems ascertaining main idea. |
| | | | Sequencing | Use math book to read problems and determine steps to follow. |
| | | | Using Money | Given a paragraph that contains information about an individual's work hours and hourly rate of pay the student will be able to compute total pay earned. |
| | | | | Given a paragraph containing information about clothing costs the student will calculate the amount of money he would have left if he purchases clothing (2 items) and started with $100.00. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 8 | Functional Skills | Reading Want Ads | Have students read directions for constructing and mixing items for a project. |
| | | | Reading Recipes | Figuring recipe amounts with fractions - Students will bring in recipes of their choice and they must double the recipe. |

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II (Basic, Regular, and Honors) | 10 | Short Story | Spotting Details | Compute to American money the money in pounds, francs, used in a short story. |
| Reading | 7 - 9 | Problem Solving | Responding to Visual Media | Newspaper research to purchase food and balance budget of $100.00 for four people for one week. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II (Basic, Regular, and Honors) | 10 | Research | Library Skills | Use the Dewey Decimal system to locate information in the library. |
| Reading | 7 - 8 | Utilizing Information Sources | Library Skills | Reading card catalog numbers. |
| | | | Newspaper Skills | Reading store ads and ascertaining price of items. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 8 | Utilizing Various Information Sources | Newspaper Magazine Reading | Rounding off prices from newspaper ads to the nearest dollar. |

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 8 | Reading Charts | Bus Schedules and Fees | Students will plan an inner city bus trip and compute total fare. |
| | | Life Skills | Newspaper Magazine Reading | Give students a certain amount of money and have them subtract and add price of items to buy from set amount of money. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 8 | Library | Locating Books | Give each student "treasure hunt" paragraph list with Dewey Decimal numbers but no title and have them locate books. |
| | | Reading Math Problems | Using Money | Have students read math problems dealing with money. Guide students through steps to solve these problems. |

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Reading | 7 - 8 | Life Skills | Consumerism | Have students calculate the savings of buying paperback vs hardcover editions of books. |
| | | Book Report | Novel Study | Have students use a calculator to determine how many pages of a novel they must read each day in order to finish by a certain date. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English (Basic, Regular, and Honors) | 7 - 8 | Vocabulary Building | Spelling | Keep a chart of misspelled words each week - construct a graph at the end of the six weeks representing weekly progress. |
| | | Poetry Unit | Reading Literature | Keep a chart of different selections under each form of poetry. |
| | | Short Story | Literary Elements | Construct and interpret graphs of story plots. |
| English I (Basic, Regular, and Honors) | 9 | Research Techniques | Reference Materials | Make a chart showing examples of various reference materials. |
| | | Note Taking | Interpretation of Notes | Practice skills by providing graphs, charts, and tables for interpreting notes taken in class. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II (Basic, Regular, and Honors) | 10 | Short Story | Literary Elements | Construct and interpret graphs of conflict within a story. |
| | | | Interpretation | Provide graphs, charts, and tables for practicing interpretation skills. |
| English I and II (Basic, Regular, and Honors) | 9 - 10 | Research | Library | Construct a floor plan of library illustrating location of various items needed for research. |
| English III (Basic, Regular, and Honors) | 11 | Literary Development | Interpretation | Provide graphs, charts, and tables for practicing interpretation skills and applying information to analyze development of Literature in America. |
| English IV (Basic, Regular, and Honors) | 12 | Short Story | Interpretation | Provide graphs, charts, and tables, for practicing interpretation skills of the elements of the particular story. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Reading | 7 - 8 | References | Making Generalizations | Summarizing consumer-index charts, weather charts, temperature reading, and stock market. |
| | | Visual Information | Reading Graphs, Charts, and Tables | Teacher will provide graphs, charts, and tables and students will interpret charts, graphs and tables by ascertaining information. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 | Nouns | Making Nouns Plural | Participating in group discussion, use all parts of speech effectively and use affixes to change word meaning. |
|  | 8 | Nouns | Making plural<br>Letters<br>Communication | Plan and produce writing, write social and sample business letters and practice skills to clarify communication. |
| English | 9 | Vocabulary | Nouns | Pluralizing vocabulary words. |
|  |  | Descriptive Writing | Paragraphs | Use plurals in writing descriptive paragraphs. |
|  |  | Reports | Oral Presentations | Use pluralization in presentation and present to class orally. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II | 10 | Cooperative Learning | Small Group Work | Use the forms and conventions of written language appropriately, select appropriate words to convey intended meaning, use oral language effectively in discussion, use effective visual and oral forms of communication. |
| English III | 11 | Grammar | Nouns | Write original sentences using both the singular and plural forms of words. |
| | | Vocabulary | Spelling | Put new words found in literature in plural and singular forms. |
| English IV | 12 | Vocabulary | Noun Plurals | Use specific nouns from reading material to make singular and plural sentences. |
| | | Resources | Spelling Word Plurals | Use advanced dictionaries to find plural spelling of specific words. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Grammar | Noun Plurals | Oral and written practice with words. |

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 | Writing | Contractions | Demonstrate appropriate punctuation. |
|  | 7 - 8 | Spelling | Spelling | Use a variety of correctly spelled words in sentences. |
|  | 8 | Writing | Informal Writing | Plan and produce writing samples for various purposes. |
|  |  | Vocabulary | Affixes | Use proper contractions to change word meaning. |
| English | 9 | Novel Reading | Contractions | Identify contractions in novel selections. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 9 | Story Elements | Slang, Idioms, and Jargon | Use and identify contractions in writing. |
| | | Proofreading | Editing | Edit research and assignments for proper contraction format. |
| | | Reference Tools | Dictionary Skills | Use the dictionary as a resource to determine proper spelling and information of contraction. |
| English II | 10 | Punctuation | Apostrophe Usage | Students will write an informal conversation using contractions. |
| English III | 11 | Period Literary Selection | Usage | Read specific early American literature selection emphasizing contractions and apostrophe (e.g. Huck Finn). |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Grammar | Apostrophe | Write original sentences using words with and without apostrophe. |
| English IV | 12 | Slang, Colloquialism, and Jargon | Contractions and Apostrophe | Use media to find the use of contractions and apostrophe and realize meaning and feeling of use. |
|  |  | Paragraph | Descriptive Paragraph | Write a personal description showing ownership (apostrophe) and using contractions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Outlining | Taking Notes | Take notes of oral presentation using abbreviations as appropriate. |
| | | Dictionary | Correct Abbreviations | Demonstrate understanding of effective uses of a dictionary by looking up abbreviations. |
| | | Organizing | Paraphrasing | Use abbreviations when paraphrasing information from a source. |
| | 9 | Reference Materials | Dictionary Skills | Use the dictionary to locate proper abbreviations. |
| | | Research | Parts of a Book | Interpret footnotes and the use of abbreviations. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 9 | Listening Skills | Summarizing and Note Taking | Use abbreviations in note taking and summarizing skills. |
| | | Communication Skills | Letter Writing | Use appropriate abbreviations addressing envelopes and writing letters. |
| English II | 10 | Functional Skills | Abbreviations | Write a sample want ad using abbreviations, develop a list of common titles that are abbreviated such as Mr. And Dr. etc.. |
| English III | 11 | Current Events | Abbreviations | Use media to analyze the common word abbreviations used today. |
| | | Literature | Terminology | Use abbreviations for various literary terms. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Interpretation | Maps, Charts, and Tables | Write results using proper abbreviations after studying charts, maps, and tables. |
| | | Resources | Dictionary | Look up various words, use abbreviation chart at beginning of dictionary and orally explain to class all the abbreviations of the word. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Speaking | Public Speaking | Use appropriate word choices when presenting information orally. |
| | | Vocabulary | Creative Writing | Plan and produce writing examples with appropriate word choices. |
| | | | Definitions | Learn meaning of new words and use them correctly. |
| | 9 | Short Stories | Vocabulary | Sentence completion exercises with vocabulary words. |
| | | Library Skills | Dictionary Skills | Use advanced dictionaries to select the appropriate word choice. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 9 | Communication | Oral Presentation | Small group activity where students describe someone using the positive connotation of a word and the negative connotation. |
| | | Sentence and Paragraph Writing | Editing | Develop the same paragraph using different word choices. |
| English II | 10 | How to Paragraphs | Following Directions | Write a short paragraph giving directions about the use of the index of a book, write a descriptive paragraph, have students give each other oral directions without using hand motions or giving examples. |
| English III | 11 | Group Discussion | Literary Study | Evaluate and make judgements about a specific selection using the appropriate words. Discuss orally. |
| | | Literature | Historical Period | Analyze speeches of famous American and emphasize word choice included in each speech. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Paragraph Writing | Word Choice | Use appropriate introductory transition and concluding words in a paragraph. |
| | | Period Reading Selection | Vocabulary | Use new vocabulary words, based on literary selections read and the study of word structure. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Outlining | Note Taking | Restate major points of an oral presentation to confirm understanding. |
| | | Reporting | Speaking | Present information orally. |
| | | Literature | Reports | Respond to various forms of literature demonstrating comprehension. |
| | | Writing | Paraphrasing | Paraphrase information. |
| English | 9 | Poems | Paraphrasing | Students restate the poem in their own words. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 9 | Novels | Paraphrasing | Students can paraphrase a book they have read. |
| | | Drama | Paraphrasing | Restate the plot or sequence of the events in a movie as they relate to the book. |
| English II | 10 | Sequencing | Following Directions | Give students written directions and ask them to follow them, explain what they have done. |
| | | Functional Skills | Paraphrasing | Read a paragraph about proper interview dress then restate it. |
| English III | 11 | Literature | Story Interpretation | Read a paragraph aloud, require everyone to restate/paraphrase specifics of story. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Media | Comprehension | Paraphrase a newspaper article on current events. |
| | 12 | British Literature Reading and Selection | Main Idea | Read a selection and in two sentences state the main idea of the selection. |
| | | Research Writing | Note Taking | Gather, organize, and write/orally, explain information from various sources to complete a major paper or report. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Life Skills | Applications | Fill out various applications such as job applications, rental agreements, etc.. |
| | 9 | Life Skills | Forms | Complete application for Social Security card, employment, library card, choice of school, and bank accounts. |
| | | Library Skills | Research | Use the library as a reference to locate various types of forms and how they are completed. |
| English II | 10 | Library | Locating Desired Information | Fill out application for a library card. |
| English III | 11 | Life Skills | Applications | Complete various applications for cards, jobs, etc.. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Reading | Analyze Forms | Analyze ideas in written discourse for forms of logical reasoning, fallacies of reasoning and persuasive techniques. |
| | | Reference Material | Maps, Charts, and Tables | Using maps, charts, and tables, plan a trip in England to study the homes of British authors. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Communication | Letters | Write social letters and notes. |
| English I | 9 | Communication | Writing Letters | Go over various business letters for individual interpretation. |
| English III | 11 | Historical Literature | Early Forms | Read letters of early pilgrims that influenced settlement of a nation and discuss them. |
|  | 12 | Research | Letter Writing | Write to a specific place for information about the subject of the research paper. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Vocabulary | Writing | Write an essay and explain the meaning of key words. |
| | | Writing | Sentence Structure | Demonstrate effective control of simple and compound sentences. |
| | | Vocabulary | Writing | Paraphrase information from a source. |
| English I | 9 | Dictionary Skills | Vocabulary | Use the advanced dictionary to look up words. |
| | | Reference Skills | Research | Use and understand the proper usage of thesaurus, encyclopedia, etc.. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English I | 9 | Context Clues | Vocabulary | Use context clues to determine word meaning. |
| | | Dictionary Skills | Vocabulary | Define vocabulary and write in sentences for word understanding and usage. |
| English III | 11 | Vocabulary | Understanding Literature | Select specific words from reading selections and understand their meaning. |
| English IV | 12 | Selection Reading | Vocabulary | Select specific sentences from British literature selections and explain their meaning orally and in a written format. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Dictionary | Dictionary Uses | Demonstrate understanding of the effective uses of a dictionary, learn meanings of new words from reading and using list. |
| English I | 9 | Research | Vocabulary | Read the newspaper and use the dictionary to look up new and unfamiliar words. |
|  |  | Life Skills | Forms | Look up words on job application forms. |
|  |  | Reference Skills | Library Usage | Go to the library and learn how to use the dictionary as a reference tool for spelling, pronunciation, abbreviations, meaning, etc.. |
| English III | 11 | Vocabulary | Understanding Literature Selection | Use dictionary to understand meaning of specific literary words. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Vocabulary | Denotative/ Connotative Meanings | Distinguish between language used denotatively and connotatively using the dictionary. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Writing | Cursive | Copy names, numbers, and other needed information from telephone book. |
| | | Organization | Book Points | Use telephone book to organize information obtained. |
| | | Communications | Types of Telephone Calls | Use telephone book to identify various types of telephone calls. |
| English I | 9 | Life Skills | Forms | Student looks up in yellow pages, places of possible employment, locations, and phone numbers. |
| | | Life Skills | Telephone Book Usage | Have students use phone book to locate video stores for a video for the novel they are reading. Have students locate phone numbers to address problems, rent furniture, late electric bill, order flowers etc.. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Gathering Information | Libraries | Use phone book to find places to call to gather information about a specific event in history that influences American literature. |
| English IV | 12 | Research | Finding Information | Call libraries, book stores, etc., searching for information on research paper subject. |
| | | Speakers Bureau | Finding Speakers | Look for specific speakers for class discussions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Writing | Cursive | Use legible cursive writing to fill out contracts, etc.. |
| | | Literature | Gaining Information | Read advertisements, labels, directions, catalogs to gain information. |
| | | Organization | Sequencing | Make a map of your school and show step by step how to go from place to place. |
| | | Organization | Comprehension | Follow written and oral directions. |
| English I | 9 | Life Skills | Map Reading | Have students map out directions to their home, school, and bookstores. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English I | 9 | Life Skills | Using Order Forms | Students can order from a catalog clothes they would wear on a job interview. |
| | | | Following Directions | Practice following directions to complete forms such as income tax. |
| English III | 11 | American Literature Study | Locations of Historical Events | Use a map to trace the events of the development of the west, or Mark Twain's adventure stories, or civil war period developments. |
| English IV | 12 | British Literature | Locations of Historical Events | Use maps to find and label locations of major historical events in England. |
| | | Research Paper | Visual Presentation | Use catalogs to find films, etc. to use as the visual part of a research paper. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Communication | Public Speaking | Respond appropriately to a presenter by asking appropriate questions. |
| | | Cooperative Learning | Discussions | Participate in small and large group discussions. |
| English I | 9 | Life Skills | Role playing | Prepare and present mock interviews and video tape mock telephone conversations. |
| | | Oral Reading | Group Word | Tape and critique oral reading. |
| | | Plays | Role Playing | Act out plays for speaking fluently. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English I | 9 | Life Skills | Following Directions | Orally give directions to a student who is blindfolded to get through a maze. |
| English II | 10 | Oral Language | Discussions | Use oral language effectively in discussions. |
| | | Vocabulary | Oral Communication | Select appropriate words to convey intended meanings. |
| English III | 11 | Group Work | Story Interpretation | Work in groups requiring everyone to contribute personal evaluation of a selection. |
| English IV | 12 | Group Work | Literary Selection | Work in small groups to interpret and understand a specific literature selection. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently to individuals or groups

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Book Report | Individual Presentation | Read a book outside of class and speak to class about the merits of the book. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Communications | Public Speaking | Participate in public speaking activities and pronounce words correctly. |
| | 9 | Poetry | Oral Presentations | Recite nursery rhymes for word pronunciation and then have students recite tongue twisters to show why word pronunciation is so important. |
| | | Reference Skills | Dictionary Skills | Use the dictionary to look up the correct pronunciation of words from reading selections, newspaper, etc. |
| | | Poetry | Oral Presentations | Recite poetry for correct pronunciation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English II | 10 | Pronunciation | Colloquialism | Pronounce the meaning and uses of colloquialisms, slang, idioms, and jargon. |
| | | Cooperative Learning | Oral Communication | Use oral language effectively in discussions. |
| English III | 11 | Reading | Interpretation | Read a selection aloud and emphasize the correct pronunciation of words. |
| English IV | 12 | Reading | Comprehension | Have students read sections of literature selections aloud emphasizing word pronunciation. |
| | | Vocabulary | Pronunciation of Syllables | Review new or unfamiliar words orally. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Book Reports | Presenting Information | Use appropriate behavior such as eye contact, posture, and gestures when making an oral book report. |
| | | Research | Summarizing | Present an oral report of information located in a certain sequence. |
| English II | 10 | Vocabulary | Public Speaking | Paraphrase and summarize information while using appropriate behaviors when making a speech. |
| English | 9 | Group Work | Life Skills | Role play and act out problem situations. |
| English III | 11 | Oral Reports | Oral Reports | Emphasize body language in giving oral reports. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Communication | Introduction | Require students to meet and introduce each other correctly. |
| | | Communication | Guest Speakers | Require students to use proper skills in meeting strangers in class. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATION ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

**TO THE USER:** THE OBJECT OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Discipline Area: Language Arts and Reading

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Library | Card Catalogue | Give directions for using the card catalogue and have another student follow these directions. |
| English II | 10 | Reading | Book Parts | Give directions about locating a specific piece of information in a book. |
| | | Communication | Following Directions | Give and follow directions of increasing difficulties. |
| | | | | Give sequential order of event in giving and receiving directions. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 9 | One Act Plays | One Act Plays | Have students direct a play giving directions to the cast and crew, students can compose a set of directions for class activity (research paper how to do an outline). |
| English III | 11 | Outlining | Sequencing | Give information orally and require students to put it in correct order. |
| English IV | 12 | Research Paper | Format and Style | Give oral directions then grade on correct format and style. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Communication | Following Directions | Use phone book to locate information in order to call library for operating hours. |
| | | | Parts of Speech | Use parts of speech to produce oral messages appropriate for phone. |
| English | 9 | Life Skills | Telephone Manners | Have students call for information regarding novels, video, school supplies. Practice calling for job opening, flowers, repairs, etc. |
| English III | 11 | Gathering Information | Libraries | Use phone book to find places to call to gather information about a specific event in history that influenced American literature. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Research | Finding Information | Call libraries, book stores, etc. for information on a research paper subject. |
| | | Speakers Bureau | Finding Speakers | Look for specific speakers for class discussions. |

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DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS
ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Communication | Cooperative Learning | Respond appropriately to a speaker when he/she is presenting an opposing point of view to yours. |
| English | 9 | Short Story | Characterization | Analyze how different characters deal with stressful situations. |
| | | Drama | Role-playing | Role-play situations from plays dealing with stressful situations. |
| | | | | Body Language play charades using feelings and moods (fear, happiness, etc.) to show how people can read how you are reacting to a situation based on your body language. |
| English IV | 12 | Stress | Embarrassing Situations | Role play ways to handle oneself in various stressful situations. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Writing | Correspondence | Plan and produce writing samples for various purposes (e.g. social letters). |
| | | Literature | Book Report | Read and respond by writing an understandable book report. |
| English | 9 | Persuasive Writing | Letter Writing | Write letters to complain about a product. |
| | | | Job Etiquette | Write a letter of application for a job that is out of town. Develop a resume. |
| | | | | Role-play job situations and act as if you are the boss and write a memo to your employee. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Report | Writing | Compose a well organized report on an event in American History. |
| English IV | 12 | Research | Letter Writing | Write to a specific place for information about the subject of the research paper. |
| | | Speakers | Thank You Notes | Write notes of appreciation to speakers that had been invited to speak in class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 9 | Life Skills | Paragraphs | Write job descriptions in paragraph form.<br>Prepare sample resume. |
| English III | 11 | Life Skills | Applications | Complete various applications for cards, jobs, etc. |
| English IV | 12 | Reading | Analyze Forms | Analyze ideas in written discourse for forms of logical reasoning, fallacies of reasoning and persuasive techniques. |
| | | Reference Materials | Maps, Charts, Tables | Using maps, charts and tables - Example: planning a trip in England to study the homes of British Authors. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Communication | Writing | Write various assignments using legible cursive writing. |
| | | Proofreading | Grammar and Spelling | Write and proofread paragraphs. |
| English | 9 | Various Writings | Descriptive Paragraphs | Have students write a paragraph describing themselves to a stranger. |
| | | Life Skills | Filling Out Forms | Students practice filling out forms, applications, social security card form, income tax and credit application. |
| | | Parts of Speech | Verbs | Students rewrite a selection from a book changing the tenses. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English II | 10 | Writing | Grammar and Spelling | Summarize information for book report. |
| English IV | 12 | Research Writing | Paragraph Development | Create well organized paragraph on a designated subject. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Universal | Following Directions | Restate directions teacher gave and questions classmates asked. Participate in small and large group discussions by paraphrasing and restating what has been discussed. |
| English | 9 | Life Skills | Following Directions | Mock phone calls about reference materials from a library. Have a student give directions and another write it down. |
| | | Following Directions | Paraphrasing | Ask a student to rephrase teacher directions for another student. |
| English III | 11 | Gathering Information | Libraries | Use phone book to find places to call to gather information about a specific event in history that influenced American Literature. |
| English IV | 12 | Specific Literary | Paraphrasing | After small group discussion write a short summary of main idea of selection. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communication

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 | Listening | Book Report | Ask questions to clarify oral presentation of other student's reports. |
| English | 9 | Study Skills | Test Preparation | Play jeopardy using information from novel read. Have student compile test for a specific subject area. |
| English II | 10 | Cooperative Learning | Group Works | Students work in small groups to present a sales pitch for a product of their choice. The class then questions the group selling the product. |
| English IV | 12 | Speaker | Listening/Note-taking | Require everyone to ask a question of a speaker in class. |
| | | Group Work | Literature | Require each group member to ask a question to further understand information from a story. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 | Universal | Following Directions | Execute assignment after listening to oral directions. |
| English I | 9 | Listening Skills | Paraphrasing | Pair students and have them give directions to construct something to another group of students. |
| English III | 11 | Historical Literature | Early Forms | Read and discuss letters of early pilgrims that influenced settlement of the nation. |
| English IV | 12 | Research | Letter Writing | Write to a specific place for information about the subject of the research paper. |
| | | Speakers | Thank You Notes | Write notes of appreciation to speakers that had been invited to speak in class. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Listening | Giving Map Directions | Everyone has a map and must follow the directions other people give. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Paragraph Development | Following Directions | Listen, read, and follow directions in creating a paragraph. |
| Reading | | Distinguish Fact and Non Fact | Writing Directions | Have students read selections that list steps or procedures. Have them make a list of directions that are fact and directions that are non fact. |
| English | 7 | Using the Library | Card Catalog | Write clear directions about using the card catalogue. |
| | 8 | Writing Letters | Social and Business Letter | Read and follow directions to write different types of letters. |
| | 9 | Writing | Paragraph Development | Write a how to paragraph. The teacher will provide examples. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II | 10 | Paragraph Writing | Development Paragraph | Write a how-to paragraph of 150 words. Ask students to evaluate it. |
| English III | 11 | Paragraph Development | How-to Develop Paragraphs | Edit writing of others for clarity of language, appropriate word choice, and correct order of steps. |
| English IV | 12 | Note Card Writing | Follow Complex Directions | The teacher will verbally explain the note card form and ask for verbal clarifications. |
|  |  | Geography of England | Map Reading and Following Direction | Follow oral directions on a map of England. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Reference Books | Locating Information | Handle with proper care the card catalogue and the books in the library. |
| Reading | | Literary | Short Story | Students will set up and operate projector or film of the short story in class. |
| | | Using Reference Materials | "How to Guides" | Use a reference book to research how to put equipment together. |
| English | 9 | Paragraph Development | Plot Interpretation | Make note card. Locate information, and compile into a well developed paragraph. |
| English II | 10 | Drama | Juluis Caesar | Keep notebook of literary and historical events of Julius Caesar. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Literary Notebook | Short Story Evaluations | Assign students to keep-up and organize a notebook of short story evaluations over a 2-3 week period. |
| English IV | 12 | Research Techniques | Turning in the Final Paper | Require students to follow all the steps of research in preparing their term papers |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Writing Forms | Writing Letters | Produce different types of social and business letters for mailing. |
| | | | Writing a Paragraph | Plan and produce a writing sample. Produce legible cursive writing. |
| Reading | | Outlining Techniques for Producing an Invention | Invention Outlines | Students will design a make believe invention and then outline the steps necessary to produce this invention. The outlines are then exchanged to other groups and students try to build the product. |
| English | 9 | Story Elements | Conflicts in Literary Selections | Produce well-formed simple, compound, complex, and compound-complex sentences to describe conflicts. |
| English II | 10 | Paragraph Development | Proofreading | Using proofreading skills, proofread and rewrite a paragraph. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality product

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Paragraph Development | Proofreading | Using rules of proofreading, correct paragraph before turning it in to be graded. |
| English IV | 12 | | | Correct paragraphs for spelling, mechanics, and wording effectiveness, etc. Accept only a proofread corrected paper. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Proofreading Various Written Works | Editing | Follow specific directions in editing various written materials. |
| Reading | | Arranging Events in Sequence | Sequencing Skills | Mix up several different sets of directions for different tasks (How to bake a cake, How to iron a shirt, etc.) Have the students sort them and then sequence the directions in order to complete the task. |
| English | 9 | Reading a Newspaper | Want Ads | Locate a job for a person who can only work after 3 p.m. |
| English II | 10 | Paragraph Development | Research Paragraph | Gather information for a research paragraph about a topic of your choice. |
| English III | 11 | Colonization of United States | Dates | Make a timeline of events describing the development of America. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow direction for a specific task

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Documentation of Information | Combining Sources of Information | Explain requirements for combining information from two or more sources effectively. |

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Reference Books | Dictionary Usage | Look up the correct spelling and definitions of words. |
| | | Writing a Paragraph | Plan and Produce Writing Samples | Produce legible cursive writing. |
| Reading | | Directional Skills | Following Directions | Use a glossary to look up a specific term. |
| English | 9 | Library Skills | Reference Books | Locate section containing books with figurative language information. |
| English II | 10 | Paragraph Development | Research Paragraph Outline | Write a simple outline of material researched in skill #44. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Outlining | Basic Form | Create a simple outline of Roman numerals only. |
| English IV | 12 | Composition | Paragraph Development | Write a How-to paragraph using terminology understood by high school students. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Writing Samples | Proofreading Written Work | Follow various steps to edit written material. |
| Reading | | Following Directions | Multiple Step Directions | Blindfold one student. Set up a mini obstacle course in your room. Have another student orally read some directions in order to get the students safely through the maze. |
| English | 9 | Outline | Complex Outline | Create a multi-step outline for the purpose of writing several paragraphs. |
| English II | 10 | Paragraph Development | Outline Skills | Improve on a simple outline to develop a complex outline for a research paper. |
| English III | 11 | Outlining | Basic Form | Complete a complicated outline with sub-titles, etc. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 47 | Origin and Development of the English Language | Sentence and Word Origins | Give sentences and assign a multiple step recognition process of words. First find origin, then move to early meaning, pronunciation-derivations, etc., of words used today. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figure and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Literature Unit | Book Report | Read and report on various literary works which illustrate authority figures. |
| | | Writing a Paragraph | Literary Elements | Write a paragraph illustrating the traits which make a person an authority figure. |
| Reading | 7 - 8 | Reading for Pleasure | Newspaper Reading | Have students select articles from the newspaper that show recognition of prominent figures in the news. |
| | | | Character Sketches | Have students write a character sketch on a person who has been written about in the newspaper. |
| English | 9 | Drama | Romeo and Juliet | Study characters to see their reaction to authority figures. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figure and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II | 10 | Drama | Julius Caesar | Examine motives of assassination of superiors in Julius Caesar. |
| English III | 11 | American Forefathers | Leaders of America | Read stories about the men and women who led the United States to independence |
| English IV | 12 | Life Skills | Getting a Good Job | Invite personnel directors, managers, etc., to speak on requirements of full-time employment. |
| | | History of England | Kings and Queens | Study and discuss the handling of subjects by the Kings and Queens of England in History. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/ company/ job

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Literature Unit | Reading Various Forms of Literature | Select various stories about loyalty. Have students read and write the traits the characters displayed to show loyalty. |
| | | Poetry Unit | Composing Poems | Have students create a poem using the traits that a loyal person might display. |
| Reading | | Using Reference Aides | Understanding Handbooks | Using the school's Discipline Management book, the students will identify the purpose of discipline rules. |
| | | Drawing Conclusion | Rules | Discuss the purpose of rules on the job and in society. |
| English | 9 | Short Stories | Specific Text Stories | Emphasize loyalty to family members. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/ company/ job

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English II | 10 | Paragraph Development | Persuasive Paragraph | Students will write a paragraph to emphasize advantages and disadvantages of family relationships. |
| English III | 11 | American Revolution | Heroes of America | Read and discuss men and women who gave their lives for their country and the loyalty they have displayed. |
| English IV | 12 | Paragraph Development | Persuasive Paragraph | Students will write a paragraph to persuade the reader about the importance of loyalty to school, company and job. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Cooperative Learning | Group Discussions | Participate in small and large group discussions to establish realistic career goals. |
| Reading | | Using the Library | Library Research | Each student will choose a career they think might be interesting to them and use the library to research this career. Students will orally present this career to the class. |
| English | 9 | Newspaper or Media | Career Section | Students will read about careers of interest to them and discuss them in class. |
| English II | 10 | Reading a Newspaper | Want Ads | Examine want ads for jobs available in the area. |
| English III | 11 | Current Trends | Reading the Newspaper | Using specific sections of the newspaper, research current trends in employment. |

## DELIVERING TRANSITION SKILLS TO SPEÇIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Interviewing | Job Requirements | Interview 4 adults involved in different jobs about the advantages and disadvantages of each career or job. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Classroom Rules | Following Directions | Make an effort to have all assignments done to the best of your ability. |
| Reading | | Comparison Skills | Character Sketches | Compare and contrast characters from 2 different reading selections that have good attitude and poor attitude. Ask students to make a list of characters' characteristics that are similar to each other. |
| English II | 10 | Short Story | Specific Story From Text | Read story and identify characters' attitude towards their jobs and how they relate to their families. |
| English III | 11 | American Industrialization | Plays or Essays | Analyze the work ethic of people during the Industrialization and Depression eras of America. |
| English IV | 12 | Beginning the Research Paper | Attitude Development | Discuss elements of success related to positive attitude. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Classroom Rules | Following Directions | Students should make every effort to be in their seats on time. |
| Reading | | Following Directions | Classroom Expectations | Review school and classroom rules. |
| English | 10 | Work Ethic | Role Playing | Role play a situation that causes problems when someone is late. |
| English III | 11 | Paragraph Development | Punctuality | Write a persuasive paragraph of merits and drawbacks of punctuality in life. |
| English IV | 12 | Life Skills | Punctuality | Role play situations involving punctuality at school, work, and following breaks. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Writing Forms | Writing Paragraphs | Students should illustrate pride by having written work in legible cursive writing. |
| | | | Writing Letters | Students will display pride in writing a letter by having no spelling mistakes in it. |
| Reading | | Literary Types | Play Rehearsal | Assign parts of a play to students and have them read their parts aloud to the class. |
| English II | 10 | Paragraph Development | Proofreading | All paragraphs must be proofread and corrected before turning them in for grading. |
| English III | 11 | | | Require all work to be proofread and re-written before submitting it for a grade. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Paragraph Development | Proofreading | Students select and display best paragraph of several ones written for class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Literature Unit | Poetry Unit | Review various poems giving your honest evaluation of the poetry. |
| | | Cooperative Learning | Group Discussions | Evaluate peers' work in an honest and constructive manner. |
| Reading | | Evaluate and Make Judgements | Short Story From Text | Orally evaluate story giving personal opinion. |
| English II | 10 | Paragraph Development | Proofreading | In small groups students will honestly evaluate someone else's paper and write suggestions. |
| English III | 11 | Advertisement Evaluation | Fact/Non-Fact | Read several advertisements and find fact and non-fact statements and relate to honesty of advertisement appeal. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Group Discussion | Paragraph Development | Working in small groups, require students to evaluate papers on merit not friendship or feelings. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Cooperative Learning | Group Projects | Students will produce work assigned to them for success of the group. |
| Reading | | Using the Library | Library Skills | Send students to the library in small groups with and without the teacher to complete small assignments. Students must return in the allotted amount of time with the task completed. |
| English II | 10 | Drama | "12 Angry Men" | Read "12 Angry Men" and discuss the dependability of the jury. |
| English III | 11 | | Specific Play From Text | Emphasize characters in play that are not dependable and ones that are dependable. |
| English IV | 12 | Research Writing | Library Use | Use class time effectively in the library. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Starting School | Rules for School and Classroom | Demonstrate an understanding of all classroom and school rules by observing them daily. |
| English II | 10 | Class Introduction | Rules | Read and discuss discipline management book and write consequences of wrong doings. |
| English III | 11 | Introductions to Class | Class Rules | Require everyone to observe and follow rules and understand penalties. |
| English IV | 12 | Class Introduction | Class Rules | Discuss expected behaviors and penalties. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Cooperative Learning | Group Projects | Students will voluntarily help peers in group work. |
| Reading |  | Work Ethics | Makeup Work Completion | Students are responsible for completing and turning in makeup work on time. |
| English | 9 | Multi-Paragraph Paper | Daily Research | Students will work daily to prepare a multi-paragraph paper. |
| English III | 11 | Rewards | Recognizing Superior Skills | Select students that demonstrate initiative and reward them in some way in class-points, food, etc. Discuss characteristics of superior students. |
| English IV | 12 | Drama | Specific Title of Play | Read play aloud stressing initiative of specific characters. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Library Unit | Using Card Catalog | Demonstrate an ability to locate and record information within a certain time period. |
| Reading | | Work Ethics | Consistency in Work Habits | List on overhead a series of steps for work to be done. Students must follow these steps and complete them during the scheduled time. |
| English | 9 | Multi-Paragraph Paper | Daily Research | Students will work daily to prepare a multi-paragraph paper. |
| English II | 10 | Multi-Paragraph Writing | Daily Research | Student will work research paper preparation. |
| English III | 11 | | Long-Range Goals | Have a time chart of requirements of a multi-paragraph paper and check progress of students. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Research | Completing the Assignment | Assign a time frame for assignments completion and check frequently for individual progress. |

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Library Unit | Using Card Catalog | Demonstrate an ability to locate and record information within a certain time period. |
| Reading | | Study Skills | Time Budgeting | Have each student develop and follow a study schedule. |
| English | 9 | Multi-Paragraph Paper | Daily Research | Student will work daily to prepare a multi-paragraph paper. |
| English II | 10 | | | Student will manage time effectively in conducting research for a class term paper. |
| English III | 11 | Multi-Paragraph | Long-Range Goals | Have a time chart of requirements of a multi-paragraph paper and check progress of students. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Research | Time Management | Keep pace with time requirements of writing and researching a major paper. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Literature Unit | Book Reports | Students will illustrate their ability to remain on task by reading an assigned novel and reporting about it to class. |
| Reading | | Work Ethics | Successful Job Completion | Use cooperative learning group where each member is responsible for a part of the whole task. All parts must be completed. |
| English | 9 | Multi-Paragraph Paper | Daily Research | Students will work daily to prepare a multi-paragraph paper. |
| English II | 10 | | | Students will stay on task until project is completed. |
| English III | 11 | Multi-Paragraph | Long-Range Goals | Have a time chart of requirements of a multi-paragraph paper and check progress of students. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Research | Time Management | Keep pace with time requirements of writing and researching a major paper. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Literature Unit | Book Reports | Complete novel and report to illustrate remaining on task until it's completion. |
| Reading |  | Generalizations | Reading With Understanding | Give students a paragraph to read followed by questions to be answered. The assignment must be completed within a limited time. |
| English | 9 | Multi-Paragraph Paper | Daily Research | Students will work daily to prepare a multi-paragraph paper. |
| English II | 10 |  |  | Students will stay on task until project is completed. |
| English III | 11 | Multi-Paragraph | Long-Range Goals | Have a time chart of requirements of a multi-paragraph paper and check progress of students. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or without time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Research | Time Management | Keep pace with time requirements of writing and researching a major paper. |

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Classroom Rules | Beginning School | Have students keep notebooks and lockers clean. |
| Reading | 7 - 8 | Research Skills | Outlining Skills | Research a topic and record data on file cards which are kept orderly in a file box. |
| English II | 10 | Introduction to Class | Rules | Everyone is expected to keep work area clean. |
| English III | 11 | Class Rules | Cleanliness | Everyone is required to leave the room clean and orderly. |
| English IV | 12 | Class Introduction | Class Rules | Require area clean when leaving. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Short Story | Main Idea | Large group discussion of a story's main idea. Students must wait their turn to discuss the main idea, then pass and unravel a ball of yarn to each person who contributes to the discussion in turn. |
| English I | 9 | Short Story | Literary Terminology | In groups identify conflicts in reading selection and discuss each other's opinions. |
| English II | 10 | Short Story | Specific Title and Story from Text | Read stories from various countries and have students indicate how people displayed respect for each other. |
| English III | 11 | Early American Literature | Writing Paragraph | Show how the Bill of Rights displays respect for others. |
| English IV | 12 | Using Resources | Library References | Work with a partner and cooperatively find information in the library. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Reading | Wicat Individualized | Wicat lesson where students must care for computer, earphones, and terminals. |
| English I | 9 | Writing Essays | Editing and Proofreading | The students will edit and proofread each other's essays. |
| English II | 10 | Research | Using the Library | Students will return checked materials to the library unharmed after finishing the assigned research task. |
| English III | 11 | Sentence Structure | Simple and Compound Sentences | Write 5 simple sentences and 5 compound sentences. Each sentence should illustrate how to show respect for the property of others. |
| English IV | 12 | Research Paper | Copy Reading | Share rough drafts of major paper and proofread carefully. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Library Use | Library Orientation | Students are assigned to go to the library to find a book. The librarian is used as a support service and resource. |
| English I | 9 | Reference Materials | Using Advanced Dictionaries | While using dictionaries, have students seek guidance from assigned partners. |
| English II | 10 | Research | Cooperative Learning | Students will seek assistance in conducting research from their group mates. |
| English III | 11 | Early American Literature | Benjamin Franklin | Write a paragraph showing how Mr. Franklin sought help for the new United States. |
| English IV | 12 | British History | Early Days | Give a worksheet, with printed directions. Give no verbal explanation, students needing help must ask. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Writing Book Reports | Critiquing Book Reports | Students will critique other students papers and offer suggestions and constructive criticism on final report. |
| English I | 9 | Building Vocabulary | Making Speeches | Learn to accept praise and criticism of fellow students when using new vocabulary words in sentences. |
| English II | 10 | All English Units | All English Lessons | Students will role play situations where constructive criticism is practiced. Students will receive feedback from the class about their reaction to criticism. |
| English III | 11 | Young American Literature | Civil War | Use the causes of the Civil War to demonstrate how the South reacted inappropriately to constructive criticism. Then show how they should have reacted. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Research Writing | Proofreading | Show research paragraphs on overhead and criticize appropriately. |

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English I | 9 | Building Vocabulary | Making Speeches | Learn to accept praise and criticism of fellow students when using new vocabulary words in sentences orally. |
| English II | 10 | Book Report | Oral Presentations | Students will present oral book reports to class. Classmates will write an evaluation with only positive comments. Evaluations are shared with students to elicit appropriate responses. |
| English III | 11 | Early American Literature | Abraham Lincoln | Write a paper illustrating the gracious way Lincoln accepted praise. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Role Playing | Life Situations | Students will list the good points about the role playing act and will praise the performance of actors. |

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Paper Writing | Writing a Multi-paragraph Paper | Students are assigned a time line to complete a paper. Students are to adhere to the designated time or suffer consequences. |
| English I | 9 | Reading Skills | Fact and Non-Fact | Work with partner in determining which given statements are fact and non-fact. |
| English II | 10 | Drama | Julius Caesar | Have students examine how Caesar's friends assumed responsibility for their actions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Common Linguistic Mistakes | Double negatives | Prepare a group of sentences about assuming responsibility for own actions/behaviors. Have them drill on eliminating the double negative error. |
| English IV | 12 | Geography of England | Map Skills | Students will work as group to create a map. Grade each person in the group on the basis of work he/she has completed. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Cooperative Learning | Punctuation | Students will exchange papers and correct punctuation errors. Students then will work together and discuss errors. |
| English I | 9 | Writing Skills | Paraphrasing Information | Rewrite paraphrased information appropriately after receiving criticism. |
| English II | 10 | Following Written and Oral Directions | Class Rules | Students will discuss inappropriate actions of students during the class. Students will suggest corrective measures. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Writing Sentences | Eliminating Fragments | Prepare an exercise on complete sentences and fragments. Have students make fragments into complete sentences. Use the theme of appropriate reactions to own mistakes for sentences. |
| English IV | 12 | Research Writing | Paragraph Development | Using a topic selected by the teacher, every student will write a paragraph. Students will meet in groups and decide on the best paragraph. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills (e.g.,identify problem, list possible solutions, select a solution, evaluate results)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Short Story | Predicting Outcomes | Students will read a short story and the teacher will periodically stop them and ask students to predict probable outcome of the story. |
| English II | 10 | Short Story | Cause and Effect | After reading a short story, the student will be able to establish the relationship between causes and effects. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills (e.g.,identify problem, list possible solutions, select a solution, evaluate results)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Early American Literature | Civil War | Prepare a list showing how the South assumed responsibility for it's own actions. What did they do to restore the country? What mistakes were made? How did they solve their problems? |
| English IV | 12 | Novel | One and Future King | Throughout reading the novel in class students will discuss the various problem solving skills used by the novel characters. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Reading for Pleasure | Newspaper Reading | Students are asked to keep a newspaper scrapbook of articles they read weekly. The students are then asked to write what new things they learned in each article. |
| English I | 9 | Short Stories | Cultural Background | Make additional report on culture touched upon in a literary selection. |
| English II | 10 | Library Skills | Reference Materials | Student will write a short paper on a chosen subject using reference materials that were previously unfamiliar to them. |
| English III | 11 | Early American Literature | Short Stories | From various selections, list some of the new skills that the Colonists learned. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Library | Parts of Library | Assign students to go to the library and familiarize themselves with a new section of the library. Example - Biography section, References, etc. |

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Study Skills | Cooperative Learning | Students will work with a variety of study groups. The group formations will change on a weekly basis. |
| English I | 9 | Reference Materials | Library Skills | Change from classroom to library in order to use card catalog to locate information. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Book Parts | Locating Information | Use the appendix of books to interpret maps, charts, and tables. |
| English IV | 12 | Grammar, Reading, Writing | A Short Story from Text | During the period combine large group, small group and individual activities. Example - As a large group discuss characteristics of a short story. In a group of 2-3 people decide on and discuss the theme of the story. Individually assign a proofreading activity connected with the reading assignment. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Information Reading | Reading Instructions | Read safety instructions and explain those procedures to the class. |
| English I | 9 | Oral Skills | Public Speaking | Demonstrate knowledge of safety regulations by orally giving a report on fire drills or tornado drills. |
| English II | 10 | Following Directions | Paraphrasing | Students will be given a complicated and unfamiliar set of directions for operating a dangerous machine. Students will be asked to paraphrase the directions. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Early American Literature | Short Stories | From an account of the Great Chicago Fire, list some safety regulations that should have been followed. |
| English IV | 12 | Writing | Paragraph Development | Give a prompt that requires the student to write a paragraph giving specific step by step instructions for an emergency situation. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Reading | Safety Instructions | Read written instructions for responding to school emergencies such as fire and tornado drills, then demonstrate proper procedure. |
| English I | 9 | Writing Skills | Paragraphs | Write a paragraph on steps involved in calling for an ambulance. |
| English II | 10 | Paragraph Development | Chronological Order | Students will write an essay listing in chronological order the steps to be taken in a variety of emergencies. |
| English III | 11 | Parts of Speech | Verbs | Prepare an exercise about responding appropriately to classroom and/or job related emergencies. In these sentences have students choose the appropriate tense of various verbs. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Writing | Paragraph Development | Write a paragraph outlining the steps to take in an emergency. |

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English I | 9 | Novel Story | Characterization | Make a chart showing the hygiene/grooming practices |
| English III | 11 | Early American Literature | Short Stories | Compare the hygiene habits of this era with the hygiene habits we employ today. |
| English IV | 12 | Employability Skills | Good Hygiene/Grooming | Students will list the different aspects of good personnel hygiene. Students will discuss the advantages of maintaining good grooming habits. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English I | 9 | Oral Reports | Book Report | Dress in costume to give oral report about a selected novel. |
| English II | 10 | Communication | Utilizing Visual Aides | Students will write a report and illustrate with a poster or overhead the appropriate dress for certain types of job interviews. |
| English III | 11 | Early American Literature | Characterization | Dress in the fashion of a major figure in Early American Literature. |
| English IV | 12 | Job Skills | Interviewing | See film strip and discuss good hygiene/grooming when planning a job interview. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Job Application | Legible Writing | Correct another student's application. Fill out a variety of application forms. Collect all information necessary for filling out a job application. Look up proper spelling of words needed to fill out the application. Look up the definition of unfamiliar words on the application. Fill out applications neatly and accurately. |
| English I | 9 | Writing Unit | Following Directions | Fill out various forms such as application, to demonstrate ability to follow steps. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English II | 10 | Employability Skills | Application Forms | Gather and organize necessary information to fill out a variety of application forms. |
| English III | 11 | Writing | Following Directions | Complete a sample job application. Be sure to follow directions. |
| English IV | 12 | Forms in Your Future | Applications | Get samples of applications from various area businesses and complete in class. Use false names and have students evaluate each other's completed applications for correctness. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English I | 9 | Cooperative Learning | Group Work | In small groups, display ability to interview various group members. |
| English II | 10 | Interviewing Skills | Presenting Oral Information | Students will watch a videotaped interview and then critique the applicants' responses using an evaluation form. |
| English III | 11 | Writing Unit | American Press | Pretend to be a reporter and interview various "noted" figures in order to write an article about them. |
| English IV | 12 | Job Skills | Interviewing | Students will role play interview sessions. Students will write 20 questions that must be asked of a person working in a job the student is interested in pursuing. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Organizing and Summarizing Information | Resume Writing | Students will outline job history, personal information, and organize it in resume form. Students will critique several forms of resumes and determine most effective format. |
| English I | 9 | Writing Unit | Follow Directions | List schools attended and time spent there. |
| English II | 10 | Editing | Writing for Clarity | Students will write a rough draft resume and edit for clarity and appropriate word choices. |
| English III | 11 | Writing Unit | Following Directions | Follow directions and create a resume for yourself by using a sample one as a guide. |
| English IV | 12 | Forms in Your Future | Resume | Complete sample resumes in class. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills (e.g.,request a raise, route to promotion)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English I | 9 | Writing Skills | Research Paper | Demonstrate an ability to stay on task until it is completed. |
| English II | 10 | Communication | Outlining | Students will outline basic steps and utilize key words in communicating needs to the boss for promotion, raises, problems and their resolution. |
| English III | 11 | Research Unit | Research Paper | Students will stay on task when writing a research paper making sure to do all preliminary work required. |
| English IV | 12 | Letter Writing | Letters of Request | Students will exercise writing letters to their supervisor. Letter subjects may include: asking for a raise, asking for a promotion or asking to relocate. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Letter Writing | Business Letters, Proofreading | Students will read an ad in the paper and prepare a letter of application for the advertised opening. Have students exchange application letters and proofread for punctuation and grammar. |
| English I | 9 | Writing Unit | Business Letters | Prepare a letter applying for a particular job. |
| English II | 10 | Written Communications | Writing Formal Letters | Students will practice writing letters using formal forms of communications and will be able to differentiate them from personal letters. |
| English III | 11 | Writing Unit | Business Letters | Prepare a business letter applying for a designated job. |
| English IV | 12 | Letter Writing | Letters of Application | Write letters of applications. |

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**DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM**

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Organizing Information | Job References | Utilize phonebook to gather phone numbers and addresses of possible references. Students review rough draft of references gathered from phonebook for proper capitalization. |
| English I | 9 | Literature | Short Stories | Compile a list of story's main characters. |
| English II | 10 | Communication | Listen for Details | Students will talk to friends, teachers, former employers, and neighbors to gather the necessary information to compile a list of references. |
| English III | 11 | Writing Unit | References | Compile a list of people who could be references for you when applying for a job. Be sure to include an address and phone number for each one. |
| English IV | 12 | Employability Skills | Job References | Students will compile a list of references to present to potential employers. Every reference will include name, address and telephone number. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English I | 9 | Library Unit | Library Card | Fill out forms for library card in order to be able to secure items from library. |
| English II | 10 | Forms in the Future | Applications | Give students a mock profile and have them complete a social security application. |
| English III | 11 | Life Skills | Applications | Complete forms necessary to obtain a social security card. |
| English IV | 12 | Forms in the Future | Following Directions | Give sample forms that must be read carefully and completed accurately. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Library Utilization | Using Reference Materials | Select several different occupations, obtain information about them in the library, write a short paper on each and present orally to the class. |
| English I | 9 | Literature Unit | Short Stories | Identify the traits the main character possessed which made him an acceptable choice for his job. |
| English II | 10 | Reference | Using Current Readers Guide | Students will read an article about the fastest growing jobs and projections for employment in the future. Students will write a brief summary of training programs available. |
| English III | 11 | Research Unit | Library Research | Select an occupation of your choice, go to the library and secure necessary information about the occupation in order to make a decision as to whether or not this occupation is suitable for you. |
| English IV | 12 | Career Planning | Research Paper | Plan a research paper on a career choice, use all available vocational material as resources. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Gathering Information | Interviewing and Researching | Students will visit two businesses in the community, interview the manager about the occupational possibilities and present an overview to the class. |
| English I | 9 | Library Unit | Using the Library | Look up and list information needed to qualify for certain jobs. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Newspaper Study | Newspaper Sections | Use the want-ads to list the number of job opportunities available in your chosen occupation. |
| English IV | 12 | Career Planning | Selecting an Occupation | Invite the school career guidance specialist to discuss with students the steps involved in making an occupational choice. |

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Career Planning | Gathering Information | Students will interview two different professionals in an area they are interested in, then develop a plan to follow if they decide to pursue that career. Read a college catalog and determine which classes would be necessary. |
| English I | 9 | Library Unit | Reference Materials | Make use of various materials in library which help you plan a career. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English II | 10 | Research | Note Taking | Invite a guest speaker to talk about his/her profession and have students take notes and develop a career plan for that occupation. |
| English III | 11 | Research Unit | Library | Use library to obtain information which will enable you to plan for your chosen career. List each step needed. |
| English IV | 12 | You and Your Future | Interviewing | Invite guests from various occupations into the classroom to be interviewed about the good and bad aspects of the job. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Study Skills | Test Taking | List and define important words typically used on tests (e.g.,compare, contrast,list, circle ...etc). |
| English I | 9 | TAAS | Test Taking | By mastering items on TAAS, students should be prepared for employment tests. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English II | 10 | Following Directions | Test Taking | Give students a variety of tests each with different types of directions and have them practice responding to different directions. |
| English III | 11 | State Examinations | TAAS Test | Students will take a simulated TAAS test. The results will be used to improve student's performance on the actual TAAS test. |
| English IV | 12 | Study Skills | Test Taking | Review skills necessary to take all types of tests for college and vocational institutions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Reports | Listening Skills | Students will listen and respond appropriately to oral reports. |
| English | 7 - 8 | Cooperative Learning | Group Work | Students will interact as a group to accomplish a goal. |
| Reading | 7 - 8 | Generalizations | Role Playing | Break students into four groups. Give each group explicit instructions about a situation to act out from a play or story they have read. Watch and evaluate to see if the students can act appropriately. |
| English I | 9 | Communication | Small Group Discussions | Students are divided into groups and each group is asked to write a list of behaviors appropriate for different situations. These lists are then discussed with the entire class. The lists can be used to come up with classroom rules. |
| English II | 10 | Group Work | Responsibilities of Group Members | Display appropriate behavior while performing duties of a group member. |

### DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Group Work | Civil War | Students will work in groups to display the appropriate age behavior of the 16 and 17 year old during the Civil War era in comparison to this time. |
| English IV | 12 | Short Story | Main Idea | Work in groups to find the main idea of a story. Every group member must participate. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Research | Library Skills | Students will respond appropriately to librarian and teacher while doing research. |
| Reading | 7 - 8 | Literature | Understanding Plays | Divide students into group and assign a leader to every group. The group leader will be in charge of directing a part of a play. Rotate students into the group leader position for different parts of the play. |
| English | 9 | Generalization | Reading for Detail | Students will read selection dealing with various historical leaders, identify their styles of leadership and associate it with someone you know. |
| English II | 10 | Research Paper | Library Research | Students will adjust to different styles of supervision while securing help from librarians in order to do research. |
| English | 11 | Research Paper | Library Skills | Go to library and secure help for a research paper. Utilize knowledge of library aids, librarian and teacher. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Research | Writing | Over several days of class, students are permitted/required to complete writing, proofreading, and revising research paragraphs. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 | Novel Study | The Incredible Journey/The Outsiders | Assign projects on novel to pairs or trios. Have them work together to accomplish task. Everyone in group must participate and everyone in group receives the same grade. |
| Reading | 7 - 8 | Literature | Understanding Plays | Divide students into groups and assign each group a part of the play to act. Students will evaluate each other at the end of the exercise and identify good qualities of a team member. |
| English | 9 | Book Report | Writing Skills and Oral Reports | Have students work with other students to write a book report. Once the report is written the students will present the report to the class. |
| English II | 10 | Group Work | Responsibilities of Group Members | Display appropriate behavior while performing duties of a group member. |
| English III | 11 | Short Stories | Continental Congress | As members of a group, students will work together to write a play about the early Congress. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Exam Review | Study Skills | Students' teams will compete using exam questions as basis for point system. The winning teams will be rewarded. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Novel Study | The Incredible Journey/The Outsiders | Assign projects on novel to pairs or trios. Have them work together to accomplish task. Everyone in group must participate and everyone in group receives the same grade. |
| Reading | 7 - 8 | Poetry | Reciting | Pair students up in groups of two (2) and have them recite a poem to their partner. The partner then evaluates and offers constructive criticism of the poem that was recited. |
| English | 9 | Generalization | Reading for Detail | Students will read selections dealing with historical leaders, identify their styles of leadership and associate it with someone you know. |
| English II | 10 | Story Elements | Plot Themes | Place students in small groups for purpose of tracing the plots of literary selections. |
| English III | 11 | Short Stories | Continental Congress | As members of a group, students will work together to write a play about the early Congress. |
| English IV | 12 | Life Skills | Interviewing | Invite adults from community into class to be interviewed by all members of class. Discuss proper behavior and questioning techniques. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Poetry | Memorization | Have students come in either before or after school to say a poem from memory. Make a definite schedule of recitals. |
| Reading | 7 - 8 | Literature | Reading for Pleasure | Keep a chart in your room recording absences and tardies to class. Students with minimal or no absences or tardies get to put their name in a raffle drawing to win a gift certificate to a popular book store. |
| English | 9 | Drama | Critique | Students are assigned a play to see on a certain day and time. After the play the students must critique the play. |
| English II | 10 | Poetry | Memorization | Students will make set appointments (date and time) to recite a memorized poetry selection. |
| English III | 11 | Plays | Writing and Producing a Play | Write a play to be performed for class. Students will observe set times for rehearsal. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Poetry | Creative Writing | Assign before and after school appointments for students to come to classroom for individual discussions of personal creative writing. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Reports | Note Taking | Give students a choice of a social activity such as choir performance or athletic event to attend and have them take notes to use in their class oral report. Students must behave appropriately at these functions. |
| Reading | 7 - 8 | Library Skills | Using Reference Materials (Cookbooks, Etiquette Books, Decorating Books, and Setting Tables) | Students are assigned the task of holding a reception of small social gathering for an author. Students must go to the library and research proper etiquette and food preparation for this type of function and then prepare it for the rest of the class. |
| English | 9 | Drama | Analysis | After viewing a play the students will participate in the reception. |
| English II | 10 | Writing for Specific Audiences | Interviews | Students will attend sports events, choir presentations, school plays, etc. and interview several people before writing an article suitable to be published in the school newspaper. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Short Story | Comparison | Show a movie made from a short story and discuss the differences between the two. Create a social setting in the classroom. |
| English IV | 12 | Culture | British Food and Fashion | Plan and participate in a culture day. Each student must participate by bringing either British food, recipes, or pictures of fashions. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Research | Interviews | Students will write a research paper, including a personal interview as part of the requirement. Have students practice this with one another in order to display a relaxed and self-confident manner. |
|  | 8 | Newspaper Project | Publishing Articles | Students will interview a person of their choice and write an article to the school newspaper about him/her. |
| Reading | 7 - 8 | Oral Communication | Public Speaking | Students will prepare a brief 2-3 minute ad speech on a product they are trying to sell to the audience emphasizing poise and confidence. |
| English | 9 | Drama | Romeo and Juliet | Students will read and verbally relate literary selections that relate to their life as an oral presentation in class. |
| English II | 10 | Cooperative Learning | Group Work | Communicate with fellow group members to accomplish a group goal. |
| English III | 11 | Creative Writing | Declaration of Independence | Work with others in class to write a personal declaration of independence. |
| English IV | 12 | Culture | British Food and Fashion | Plan and participate in a culture day with each student bringing either British food, or recipes. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Paragraph Development | Proofreading | Have students proofread each other's paragraphs, giving positive and constructive feedback. |
| Reading | 7 - 8 | Book Reports | Communication | Each student will write a concise book report. The students will then exchange papers and critique each other's reports. |
| English | 9 | Book Reports | Writing Critiques | Students will critique oral book reports submitted by other students providing them with constructive feedback. |
| English II | 10 | Writing for Various Purpose | Proofreading | Proofread fellow students' writing. First give 2 positive comments and then apply skill in giving constructive criticism. |
| English III | 11 | Paragraph Development | Proofreading | Exchange papers and expect others to provide constructive feedback. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Research Writing | Proofreading | Students will work in groups to proofread paragraphs written by their peers. Students will provide constructive feedback to their classmates. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Book Reports | Characterization | Initiate a friendly conversation with a fellow student about dressing as the main character of a novel. |
| Reading | 7 - 8 | Short Stories | Character Sketches | Each student will be given a name of a book character. This character's name is pinned to the back of their shirt where they cannot see it. Each student is to go around to other students and ask questions to find out who their character is. The answers to their questions can only be answered with yes/no answers. |
| English | 9 | Drama | Romeo and Juliet | After watching Romeo and Juliet, students are directed to get into study groups and discuss different vocabulary and cultural attitudes. |
| English II | 10 | Julius Caesar | Culture from Play | Choose a scene from the play and select the appropriate dress to display culture of that era. |
| English III | 11 | Study Skills | Test Taking | Assign partners and require students to become study mates to help improve grades. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Literature | Short Story | Group discussions (both large and small groups) to determine characters, setting and plot. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Book Reports | Characterization | Students will converse with at least five different people and solicit their views on a current issue. |
| Reading | 7 - 8 | Short Stories | Character Sketches | Each student will be given a name of a book character. This character's name is pinned to the back of their shirt where they cannot see it. Each student is to go around to other students and ask questions to find out who their character is. The answers to their questions can only be answered with yes/no answers. |
| English | 9 | Drama | Romeo and Juliet | After watching Romeo and Juliet, students are directed to get into study groups and discuss different vocabulary and cultural attitudes. |
| English II | 10 | Short Stories | Vocabulary | Reinforce knowledge of literary terms by initiating a conversation with fellow students using such terms. Make sure you approach 3 different people and use the term at least 3 times. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain and draw others into friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Literature | Characterization | Students will write a character sketch about another student, emphasizing positive characteristics. |
| English IV | 12 | Culture | British Food and Fashion | Plan and participate in a culture day. Each student must participate by bringing either British food, or recipes, or pictures of fashion. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Communication Skills | Oral Communication | Give a specific topic to a small group. Have them converse about this topic and present ideas to class. |
| Reading | 7 - 8 | Short Stories | Character Sketches | Each student will be given a name of a book character. This character's name is pinned to the back of their shirt where they cannot see it. Each student is to go around to other students and ask questions to find out who their character is. The answers to their questions can only be answered with yes/no answers. |
| English | 9 | Drama | Romeo and Juliet | After watching Romeo and Juliet, student are directed to get into study groups and discuss different vocabulary and cultural attitudes. |
| English II | 10 | Writing for Specific Audiences | Interviews | Students will attend sports events, choir presentations, school plays, etc. and interview several people before writing an article suitable to be published in the school newspaper. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English III | 11 | Poetry | Interpretation | Divide class into groups and assign a poem to each one. Students will read the assigned poem and discuss it as a group. |
| English IV | 12 | Research Writing | Proofreading | Students will work in groups to proofread paragraphs written by their peers. Students will provide constructive feedback to their classmates. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Paragraph Development | Persuasiveness | Students will write a paragraph describing a complaint they have about a school related issue. |
| Reading | 7 - 8 | Newspaper Skills | Reading for Information | Read an article about faulty products and practice making verbal and written complaints to the manufacturer. |
| English | 9 | Research | Resources | Students will go to the library and identify materials that are not available and write a formal letter of complaint. |
| English II | 10 | Writing Paragraphs | Persuasive Paragraphs | State a complaint about the school dress code and write a paragraph urging action on your complaint. |
| English III | 11 | Paragraph Development | Writing | Students will write a paragraph to complain about a class rule. |
| English IV | 12 | Letter Writing | Complaints | Write sample letters of complaint for various reasons. Have hypothetical situations written on notecards. Students draw one and write a complaint letter. Example: Wrong merchandise ordered, incorrect bill. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 9 | Research | Resources | Students will go to the library and identify materials that are not available and make a complaint in person. |
| English II | 10 | Play | "Twelve Angry Men" | Act out play displaying how to avoid arguments while on jury duty. |
| English III | 11 | Role Playing | Continental Congress | Students will role play events of the Continental Congress |
| English IV | 12 | Literature | Novel - Lord of Flies | Discuss the way the characters worked situations out without arguing while on the island. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Cooperative Learning | Small Group Work | In study of King Arthur, advise students to look for opportunity to help someone else without being asked. Group will vote at the end of project and choose the student who gave the most beneficial help. |
| Reading | 7 - 8 | Pleasure Reading | Short Stories | Pair students for oral reading (pair one average with one above average student). Let the students assist one another with pronunciation and comprehension without teacher's aid. |
| English | 9 | Creative Writing | Poetry | Students will find a partner and work together to write a poem. |
| English II | 10 | Play | "Twelve Angry Men" | While acting out the part of a member of the jury, display how to help others without being asked. |
| English III | 11 | Study Skills | Absences | Students will share notebook notes, information with students that have been absent. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Study Skills | Absences Make-Up | Exchange telephone numbers. Suggest students contact others when absent for two or more days and offer help. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Research | Library | Pair students for the purpose of helping each other in the library. |
| Reading | 7 - 8 | Pleasure Reading | Short Stories | Pair students for oral reading (pair one average with one above average student). Let the students assist one another with pronunciation and comprehension without teacher's aid. |
| English | 9 | Creative Writing | Short Story | Students will find a partner and work together to write a short story. |
| English II | 10 | Short Stories | Characterization | Choose a character from a short story and write five (5) examples of help the character gave when asked. |
| English III | 11 | Study Skills | Independent Learning | Assign a task to class and expect students to work without asking teacher for help. |
| English IV | 12 | Study Skills | Techniques | Assign study buddies. Students are required to help each other pass the course. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Reports | Note Taking | Give students a choice of a social activity such as choir performance or athletic event to attend and have them take notes to present an oral report to class. |
| Reading | 7 - 8 | Library Skills | Using Reference Materials (Cookbooks, Etiquette Books, Decorating Books, and Setting Tables) | Students are assigned the task of holding a reception for an author. Students must go to the library and research proper etiquette and food preparation for this type of function and then prepare it for the rest of the class. |
| English | 9 | Drama | Romeo and Juliet | Students will show appropriate manners when the teacher invites a guest speaker to the class. |
| English II | 10 | Julius Caesar | Cultural Attitudes and Customs | Describe manners used by Romans in attending the forum. |
| English III | 11 | Drama | Criticism of Live Presentations | Students will attend a play and respond appropriately to the reactions of others to the play. |
| English IV | 12 | Literature | Shakespeare | Plan a Scarborough Faire at school or plan a field trip to some Shakespearean event. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Novel Study | The Incredible Journey/The Outsiders | Assign projects on novel to pairs or trios. Have them work together to accomplish task. Everyone in group must participate and everyone in group receives the same grade. |
| Reading | 7 - 8 | Pleasure Reading | Short Stories | Students will read and write character sketches of individuals who are different from them (different culture, different nationality, etc.). Students will discuss their sketches and why it is important. |
| English | 9 | Short Story | Most Dangerous Game | Students will study characters in "Dangerous Game" and write about each character. |
| English II | 10 | Group Work | Responsibilities of Group Members | Display appropriate behavior while performing duties of being a member of a group. |
| | | Cooperative Learning | Group Work | Communicate with fellow members of group in order to accomplish a group goal. Assume leadership of one part of the project. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Role Playing | Careers | Have mock interviews for jobs and demonstrate reactions of people to various types of questions. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information (i.e., name, address, phone number, social security number)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Research | Library | Fill out form for library card. |
| Reading | 7 - 8 | Library Skills | Providing Personal Information | Have students go to the library and fill out the information for a new library card. |
| English | 9 | Personal Information | Filling Out Forms | Students will complete forms that require the recording of personal information (e.g.,name, social security number, address, - etc.) |
| English II | 10 | Study Skills | Make-Up Work | Provide another student with accurate personal information, phone number, address, etc., for the purpose of having student call when absent in order to do make-up work. |
| English III | 11 | Employability Skills | Applications | Students will complete a job application and provide complete and accurate personal information. |
| English IV | 12 | Life Skills | Completing Applications | Fill out application forms correctly. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Communication Skills | Bulletin Boards | Create a bulletin board using street signs. |
| Reading | 7 - 8 | Main Idea | Follow Directions | Give students a section or a concept from the Driver Education Manual to study and prepare a lesson from. Each group must teach that concept to the rest of the class and test the students on that concept. |
| English | 9 | Research | Resources | Utilize drivers education handbook and have students design a game using street signs. Students can teach the game to younger students. |
| English II | 10 | Novel | Separate Peace | Use a map of the city in the novel and have students follow the streets to their various activities. What street signs do they run into? |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English III | 11 | Civil War | Literature from Civil War Era | Students will draw a map for a selected battle from the American Civil War. The map will outline roads used by the armies. |
| English IV | 12 | Reading | Map Reading | Provide maps of local city and assign students to follow street names to reach an appropriate place. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Poetry | Types of Poems Exam | Give exam in the form of a menu, allowing students to choose which type of poem to create from a given selection entitled appetizer, entree, etc. |
| English I | 9 | Reading | Recognizing Details | Assign students to look at several sample menus and have them recognize details such as a-la-carte prices versus full meal prices. |
| English II | 10 | Creative Writing | Cultural Customs | Students will break into small groups and design a menu of their choice (from another culture). After the menus have been designed, exchange the menu with another group and have them role play ordering. |
| English III | 11 | Frontier Food | Researching Historic Food | Students will create a menu of the food eaten during specific periods of time in early American history. |
| English IV | 12 | Culture Unit | British Food of Particular Era | Create a menu of food available in a selected historical time period. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Punctuation | Commas | Have students review rules for using commas by giving them a picture of a prescription bottle and ask them to create the direction (RULES FOR COMMAS). |
| English I | 9 | Reading | Food Labels | Students will read food labels for selected products and report to class on the nutritional value of each product. |
| English II | 10 | Reading for Purpose | Recognize Details | Have students bring canned goods or medication bottles. Exchange products and have each student answer a set of questions about their product from reading the label. |
| English III | 11 | Period Food | Writing for Advertising | Students will create original labels and/or packages for foods in the different periods of American history. |
| English IV | 12 | Reading | Comparing | Students will find pictures of items sold in England, and compare labels of similar American products. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Newspaper Unit | Advertisements | Have students become familiar with grocery store ads and plan a nutritious meal at the lowest possible cost. |
| English I | 9 | Literature | Cultural Differences | Students will work in groups and research a type of food that was served during a selected historical era. They will then shop for similar food and prepare a dish to bring to share with the class. |
| English II | 10 | Literature | Cultural Differences | Students will read their favorite short story and shop to prepare a dish of food reflecting the period of the short story. |
| English III | 11 | Food Planning | Reading and Following Directions | Students will prepare a grocery list and plan a feast for a special occasion in American history. |
| English IV | 12 | Cultural Differences | Customs | Have a testing session of food eaten during various periods of time in England. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Reference Material | Dictionary Lesson | Using the names of various clothing materials, look up words origin in the dictionary. |
| English I | 9 | Research | Recognizing Details | Students will read about the type of clothing that was worn during a selected historical era. They are then assigned to write a short paper about how clothing care has changed and demonstrate their ability to care for their own clothes by wearing ones that are neat and clean. |
| English II | 10 | Drama | Julius Caesar | Students must design and care for the costumes used for production of Julius Caesar. |
| English III | 11 | Period Clothing | Research Techniques | Students will plan a short skit representing a specific period in American history. |
| English IV | 12 | Life Skills | Interviews | Students will discuss the appropriate clothing and appearance for a job interview. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Reference Materials | Encyclopedia | Assign reports on various laundry products. Students will read the assigned reports and demonstrate how to launder materials. |
| English II | 10 | Drama | Julius Caesar | After each production of Julius Caesar, the students must take the costumes and launder them appropriately. |
| English III | 11 | Literature | Short Story | Students will read a story about life in the early colonies and discuss some of the cleaning products that were in use during that period. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Short Stories | Details for Support of Main Idea | Read a selected short story and list the housekeeping tasks performed in the story. Did these tasks support the main idea or are they included strictly to enhance enjoyment of the story? |
| English I | 9 | Additional Task | Additional Task | Students will be assigned specific housekeeping tasks to perform in the classroom each day. |
| English II | 10 | Writing | Detail Writing | Students will write a list of necessary housekeeping tasks to be done if they were to have a maid come take care of their home. |
| English III | 11 | General Instructions | Classroom Responsibilities | The teacher will review class rules of cleanliness. Students will take turns in carrying out the cleaning assignment. |
| English IV | 12 | Unit Folders | Cleanliness | Collect folders of a particular unit. Require all papers to be in order, to be neatly written, and to be appropriately answered. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Publications | Pamphlets | Read drug pamphlets and prepare a report on the results one can expect from taking a drug. What happens if too much or too little medication is ingested? |
| English III | 11 | Reading | Following Directions | Given a variety of prescription directions, students will read and write times to take medication and under what conditions (with food, milk, on empty stomach, etc.) |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Newspaper | Selling School Newspaper | Keep accurate record of number of school newspapers sold and the amount of money collected. Make sure to make change correctly. |
| English I | 9 | Research | Organize Ideas for Writing | Students will publish a monthly class activities newspaper and sell it to the student body. |
| English II | 10 | Communication | Gather and Organize Information | Students will organize fund raising campaign through selling baked products to students. |
| English III | 11 | Research Techniques | Graphs | Students will create a graph showing the kind of money and value of money used throughout American history. |
| English IV | 12 | Shakespeare Festival | Ticket Sales | Plan an event such as an English Faire, and charge admission by selling tickets. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Short Story | "Mama's Bank Account" | Read story and write a report on how Mama planned and budgeted her money. Be sure to include your opinion on her strategies. |
| English I | 9 | Writing Persuasively | Note Taking | Students listen to a speaker on the subject of written advertising and how persuasive phrases can encourage people to spend money when they don't have it. Students will relate the subject back to money management. |
| English II | 10 | Life Skills | Money Management | Plan a budget for a family of three, breaking down monthly expenditures for housing, food, utilities, misc., and transportation. |
| English III | 11 | Paragraph Development | Compare/Contrast | Students will develop a paragraph to compare currency utilization methods between the early pioneers' era and today. |
| English IV | 12 | Shakespeare Festival | Ticket sales | Students will plan and manage a fund raising fair. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Publications | Newspaper | Prepare an article on various transactions that can be made at banks. |
| English I | 9 | Life Skills | Evaluate and Make Judgements | Students will read about interest rates and charges on checking accounts and savings accounts then determine which bank would be best for them to use. |
| English II | 10 | Life Skills | Bank Transactions | Students are required to go to a bank of their choice and obtain deposit slips and withdrawal slips. The class then learns how to complete these forms to make these transactions. |
| English III | 11 | Research Techniques | Utilizing Reference Materials | Students will present an oral report tracing development of banking/financial institutions in America. |
| English IV | 12 | Shakespeare Festival | Ticket Sales | Students will complete deposit slips for the money raised from ticket sales. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 | Writing Papers | Following Directions | Write clear directions about the necessary steps to be taken in emergency situations. |
| English I | 9 | Research | Oral Reports | Students will read about various emergency procedures, then present an oral report to the class on one of them. |
| English II | 10 | Life Skills | Short Stories | Students are assigned a selection to read which involves an emergency situation. The student reads the selection and writes the steps to handle this emergency situation. Role play an emergency situation and have students discuss it. |
| English III | 11 | Emergency situations | Deal with Emergencies | Given a certain emergency situation, students will write down the steps required to deal with the emergency situation. |
| English IV | 12 | Paragraph Writing | Step by Step Procedure | Students will write a paragraph outlining the procedure to be followed in an emergency situation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Writing Papers | Creative Writing | Write a paper describing your leisure time. Explain how you spend it, what hobbies you have, and the recreation activities you like best. |
| English I | 9 | Research | Use Reference Material | Utilize the city or school library to locate several places to engage in group activities. |
| English II | 10 | Life Skills | Research | Students will research the community resources and the various options available for recreation and leisure activities for all types of individuals. Each student is then given a hypothetical person to plan a recreational activity for. |
| English III | 11 | Writing for a Purpose | Detailed Writing | Students will write a brochure for newcomers to the school describing the wide variety of community resources/recreational facilities that are available. |
| English IV | 12 | Writing | Comparison | Students will compare leisure activities in the U.S. and England. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Leadership | Elections | Have a class election to elect class officers who will perform various "housekeeping duties" in classroom. |
| English I | 9 | Research | Taking Notes | Students will attend a city council meeting or other city activity and write a short report on the event. |
| English II | 10 | Life Skills | Research | Students will attend a community event and write a report describing the event to others. |
| English III | 11 | Novel Elements | *Huckleberry Finn* | Class will set up a mock court and role play the different characters in the trial in *Huckleberry Finn*. Students will write a short paragraph comparing the judicial system of today with that of yesterday. |
| English IV | 12 | Current Events | Newspaper | Students will keep a folder of articles from the newspaper about topics of common concern to U.S.A. citizens. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Research | Library Skills | Students will list the various community information services and how they may be utilized. |
| English I | 9 | Research | Taking Notes | Invite a city official to the class and have the students interview him/her about the variety of community services available. |
| English II | 10 | Life Skills | Interview Skills | Have each student interview someone in the community who works with housing, education, hot lines, etc. After the interview, the students will write a paragraph describing the interview. |
| English III | 11 | Organization | Community Services | Students will set up a fair and display the different kinds of community services. |
| English IV | 12 | Research Techniques | Sources of Information | Invite a city official to discuss with students the various information services available in the community. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Pre-Writing | Note Taking | Invite various community specialists to be guest speakers. Students will take notes and write reports. |
| English I | 9 | Research | Taking Notes | Students will list legal, financial and law enforcement services and explain how they may be utilized. |
| English II | 10 | Life Skills | Note Taking | Invite various guest speakers from the community to talk about their business: police officer, bank officer, lawyer, city manager. Have the students write a brief summary of each speaker's presentation. |
| English III | 11 | Note Taking | Summarizing | Invite a guest speaker to discuss with students the various legal, financial and law enforcement services offered by the community. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Life Skills | Community Services | Students will write letters to various legal, financial, and law enforcement services asking for information and/or inviting someone to come to class for a discussion of services. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment and emergency services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Research/Pre-writing | Library Skills/Note Taking | Students will list the various community services and explain how they may be obtained. |
| English I | 9 | Research | Taking Notes | Invite a city official to the class and have the students interview him/her about the variety of community services available. |
| English II | 10 | Research | Gathering Information | Each student is assigned a community service agency or program in their community to research. The students can interview key personnel involved and use the library to gather information. The students will present this information to the rest of the class in an oral report. |
| English III | 11 | Organization | Community Services | Students will set up a fair and display various kinds of community services. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment and emergency services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English IV | 12 | Reading Skills | Reading Graphs and Maps | Locate on maps all the community service locations. Assign one or two students to visit a center and return to class with an oral description of the services. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease, or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Publications | Newspaper | Read want ads to locate apartments and houses. |
| English I | 9 | Research/Life Skills | Using Speech Effectively | Students will utilize the newspaper to locate apartment and houses available in the community. |
| English II | 10 | Research Skills | Gathering Information | Each student chooses an apartment complex to research. They visit the apartment manager and gather floor plans and prices. Using the information they have gathered, they try to sell the complex they researched to other classmates. |
| English III | 11 | Newspaper | Reading the Want Ads | Students will use ads of local newspaper to locate and price living in an apartment or house. |
| English IV | 12 | Newspaper | Want Ads Reading | Students will locate in local newspaper places for rent, lease, or purchase. Compare locations and prices of various living styles. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 | Life Skills | Field Trip | Visit a real estate office and have an agent go over rental agreements and leases with the group. |
| English I | 9 | Research/Life Skills | Reading for Detail | Have students read several different lease/rental agreements, then determine which would be most appropriate for their own personal needs. |
| English II | 10 | Vocabulary Skills | Context Clues | Students will rewrite a rental agreement in their own words using context clue and reference materials to interpret new and unfamiliar terms. |
| English III | 11 | Life Skills | Rental Agreements | Students will develop a rental agreement that includes length of lease period, amount of rent and rights and responsibilities of lessor and lessee. |
| English IV | 12 | Life Skills | Forms in Your Future | Get sample copies of agreements from various real estate firms. Fill out in class and discuss. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| English | 7 - 8 | Communication Skills | Field Trip | Students will visit utility companies and practice oral communication skills by inquiring about services. |
| English I | 9 | Life Skills | Gather and Organize Information | Students will collect applications for utilities, bring them into the class and practice filling them out. |
| English II | 10 | Oral Communications | Evaluating and Making Judgements | The teacher will invite several representatives from utility companies to talk to the class about their services and how to obtain them. Students then role play and practice completing the necessary forms. |
| English III | 11 | Listening Skills | Note Taking | Students will discuss with representatives of utility companies the proper procedure for obtaining utility services |
| English IV | 12 | Life Skills | Forms in Your Future | Get sample copies of agreement from various utility companies. Fill out in class and discuss. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English | 7 - 8 | Research | Interviewing | Students will interview parents to obtain information on cost of maintaining a residence. Prepare a written report. |
| English I | 9 | Research/Life Skills | Gather and Organize Information | Assign the students to interview their parents and one other homeowner to determine the cost of maintaining a home. They will then give an oral report to the class. |
| English II | 10 | Research Skills | Gather and Organize Information | Each student is assigned the task of visiting apartments, utility companies, stores, etc. to complete a realistic estimate of monthly living expenses if they were out on their own. Their research must be current and correct, backing it up with references and contact personnel. |
| English III | 11 | Paragraph Development | "How to" Paragraph | Students will develop a paragraph describing the various costs (e.g. rent, utilities, etc.) involved in maintaining a residence. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| English IV | 12 | Life Skills | Research | Give each student a budget form with a listing of required services, and have students fill them in by using various resources. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Reading and Writing Numbers | Given a verbal prompt the student will write or type the number in words or symbol. |
| Pre-Algebra | 9 - 12 | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Mathematics | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Reading and Writing Numbers | Students will be able to write multiple-digit numbers on a check, be able to read bills, and be able to use a credit card. |
| Pre-Algebra | 9 - 12 | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Mathematics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Add and Subtract Whole Numbers | Oral skills quiz or written skills quiz over facts. Flash card races and Games-quizmo. |
| Pre-Algebra | 9 - 12 | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Mathematics | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Add and Subtract Whole Numbers | Students use place value charts and chips to visualize renaming. |
| Pre-Algebra | 9 - 12 | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Mathematics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Multiply and Divide Whole Numbers | Make a multiplication chart and show multiplication as repeated addition. Students will show proficiency by mastering oral and written quizzes on basic facts. |
| Pre-Algebra | 9 - 12 | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Mathematics | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Multiply and Divide Whole Numbers | Given the distance formula students will multiply the rate and time.<br>Given the area formula of rectangles, squares, and parallelograms, the students will multiply length and width. |
| Pre-Algebra<br>Fundamentals of Mathematics<br>Mathematics of Consumer Economics<br>Consumer Mathematics | 9 - 12 | | | Given the area and the width of a rectangle, the student will divide to find the length. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Problem Solving | Have students write a problem in stated form that requires one of the operations included in the skill title. |
| Pre-Algebra | 9 - 12 | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Mathematics | | | | |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Add/Subtract Fractions | Understanding Fractions | Have students cut fruit and separate candy to illustrate common fractions.<br>Given a fraction, students will draw a picture showing the fraction. |
| Pre-Algebra<br>Fundamentals of Mathematics<br>Mathematics of Consumer Economics<br>Consumer Mathematics | 9 - 12 | | | Students will complete fractile activities on the computer. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Adding and Subtracting Fractions | Add and Subtract Fractions | Students will add and subtract fractions in problems that involve recipes, carpentry, shop class projects, sewing projects, fraction, and bar activities. |
| Algebra I<br>Informal Geometry<br>Pre-Algebra<br>Fundamentals of Mathematics<br>Mathematics of Consumer Economics<br>Consumer Mathematics | 9 - 12 | | Real Number Operations | Have students combine like terms, use order of operations, recipes, carpentry, shop class projects, sewing projects, and fraction bar activities. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Multiply and Divide Fractions | Multiply and Divide Fractions | Students will solve area problems; ex. 1/2 or 3/4 of an acre, recipe problems, ex. cut recipe in half, distance problems. |
| Pre-Algebra<br>Fundamentals of Mathematics<br>Mathematics of Consumer Economics<br>Algebra I and II<br>Consumer Mathematics | 9 - 12 | Real Number Operations | Real Number Operations | Have students solve linear equations using distributive property. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fraction

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Basic Operations with Fractions | Problem Solving | Have students write their own stated problems using fraction equations. |
| Pre-Algebra<br>Algebra I and II<br>Informal Geometry<br>Fundamentals of Mathematics<br>Mathematics of Consumer Economics,<br>Consumer Mathematics | 9 - 12 | | | Using TAAS activities, have students write their own stated problems using basic fraction equations. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Decimal Operations | Daily Life Problem Solving and Application | Students will solve problems involving consumer math situations, ex. buying lunches, figuring pay, sales tax, change, tip. |
| Pre-Algebra | 9 - 12 | | | |
| Algebra I and II | | | | |
| Informal Geometry | | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Mathematics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one or more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Add and Subtract Decimals | Decimal Place Value | Given a verbal prompt the student will write or type the number in words or symbols, read the price of an item, read gas prices, write checks and figure bills. |
| Pre-Algebra | 9 - 12 | | | |
| Algebra I and II | | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |
| Consumer Mathematics | | | | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 14 Transition Skill Title: Round off decimals in one or more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Decimal Operations | Rounding Decimals | Have students average grades to the nearest whole number and find unit price to the nearest cent. |
| Pre-Algebra<br>Algebra I and II<br>Fundamentals of Mathematics<br>Mathematics of Consumer Economics<br>Informal Geometry<br>Consumer Mathematics | 9 - 12 | Real Numbers | Real Numbers | Students will complete activities using logs and trig ratios. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Decimal Operations | Add and Subtract Decimals | Students will solve problems involving purchasing items, making change, balancing checkbooks, and other consumer problems. |
| Pre-Algebra<br>Algebra I and II<br>Fundamentals of Mathematics<br>Mathematics of Consumer Economics<br>Informal Geometry<br>Consumer Mathematics | 9 - 12 | Real Numbers Operations | Real Numbers Operations | Students will use order of operations and combine like terms in different problem situations. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Decimal Operations | Problem Solving | Have students solve problems that involve purchasing items, making change, balancing checkbooks, and other consumer problems. |
| Pre-Algebra | 9 - 12 | | | |
| Algebra I and II | | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |
| Consumer Mathematics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Interspersed Throughout the Book | Calculator Activities | Have students use calculators to balance checkbook, average grades, check for reasonableness, check computation, check understanding of order of operations and other appropriate consumer math applications. |
| Pre-Algebra | 9 - 12 | | | |
| Algebra I and II | | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |
| Consumer Mathematics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Statistics | Reading and Interpreting Charts and Graphs | Students will read and interpret graphs from newspapers and make their own graphs, collect data and make frequency tables. |
| Pre-Algebra | 9 - 12 | | | |
| Algebra I and II | | | | |
| Fundamentals of Mathematics | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |
| Consumer Mathematics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Regular<br>Honors | 7 - 8 | Place Value | Order and Compare Whole Numbers and Decimals | Identify place value of a specific digit. |
| Fundamentals of Mathematics | 9 - 12 | Measurement | Metric and Customary Units | Solve word problems. |
| Mathematics of Consumer Economics | 9 - 12 | Money Management | Buying Consumer Goods and Services | Do unit pricing and better buys. |
| Algebra I | 9 - 12 | Problem Solving | Writing Equations to Solve Problems in One and Two Variables | Mixture problems, distance problems, uniform motion problems, age problems. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics of Consumer Economics | 9 - 12 | Money Management | Buying Consumer Goods and Services | Do unit pricing and better buys. |
| Algebra I | 9 - 12 | Problem Solving | Writing Equations to Solve Problems in One and Two Variables | Mixture problems, distance problems, uniform motion problems, age problems. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students will write their own word problems using prompts or given words. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Consumer Mathematics | | | | |
| Informal Geometry | | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Measurement | Metric and Customary Units | Label answers to measurement problems. Example "How much does a penny weigh?" while holding up a penny. |
| Fundamentals of Math | 9 - 12 | | | |
| Consumer Mathematics | | Income | File Income Tax | Read a paycheck stub. |
| Informal Geometry | | Measurement | Metric and Customary Units | Choose most sensible measure. |
| Pre-Algebra | | Geometry | Area and Perimeter | Label answers correctly. |
| Mathematics of Consumer Economics | | Income | Paying and Receiving | Read check stubs, file an income tax return, write checks. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Write answers to problems in complete sentences, students write their own word problems from verbal prompts and concrete prompts. |
| Fundamental of Math | 9 - 12 | | | |
| Consumer Mathematics | | Money Management | Cost Comparison | Fill out an order form, loan application. |
| Informal Geography Pre-Algebra | | Problem Solving | Problem Solving | Write answers in complete sentences. |
| Mathematics of Consumer Economics | | Consumer Goods | Buying By Mail | Order from a catalogue. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Problem Solving | After reading a stated problem, students will restate the question they are to solve, verbally restate written directions. |
| Fundamentals of Math | 9 - 12 | | | |
| Consumer Mathematics | | Money Management | Loan Procedures | Study loan options and understand loan applications. |
| Mathematics of Consumer Economics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Algebra I<br>Pre-Algebra | | Problem Solving | Writing Algebraic Expressions and Equations | Write algebraic expressions and equations from word problems. |
| Informal Geography | | Problem Solving | Finding Area and Perimeter | Solve practical problems, choose appropriate formula to solve word problems. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Solving problems using information from a bank statement, inventory sheet, checks, and order blanks. |
| Fundamental of Mathematics<br>Consumer Mathematics | 8 | Personal Finances | Computing Wages | Understand check stubs. |
| Pre-Algebra | 9 - 12 | Graphing | Reading and Drawing Graphs | Do tax related problems. |
| Mathematics of Consumer Economics | | Personal Finances | Computing Wages, Money Skills | Do tax related problems. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students move through stations following directions written in memo format to solve problems. |
| Fundamentals of Mathematics | 9 - 12 | Statistics | Collect, Organize and Interpret Data | Have students do a survey and report findings. |
| Consumer Mathematics | | | Misleading Statistics | Determine validity of statistical data. |
| Pre-Algebra | | | Collect, Organize and Interpret Data | Have students do a survey and report findings. |
| Informal Geometry | | Polygons | Quadrilaterals | Given quadrilateral's description, identify type of quadrilateral. |
| Algebra I | 9 - 12 | Real Numbers | Real Number Properties | Describe a property and identify property used. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students restate, discuss, or solve stated problems in the areas of probability, geometry, and measurement. |
| Fundamentals of Mathematics<br>Consumer Mathematics,<br>Pre-Algebra<br>Informal Geography<br>Algebra I<br>Mathematics of Consumer Economics | 9 - 12 | | | Students choose appropriate strategy to solve a stated problem and justify it using their own words. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students will write their own stated word problems using the dictionary for correct word meaning and spelling. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Informal Geometry | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Given 2 names, students will find their telephone numbers. |
| Fundamentals of Mathematics | 9 - 12 | Personal Finances | Banking | Contact banks for rates and types of accounts. |
| Mathematics of Consumer Economics | | | | Investigate local bank services. |
| Consumer Mathematics | | | Cost Comparison | Contact airlines for fare costs. |
| Pre-Algebra | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students use advertisements and catalogs to determine better buys. Students use maps to find areas and perimeters. |
| Fundamentals of Mathematics | 9 - 12 | Statistics | Collect, Organize, and Interpret Data | Solve problems using data from a map or table. |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Informal Geometry | | | | Interpret scaled drawings, determine actual measures from scale drawings. |
| Mathematics of Consumer Economics | | Personal Finances | Stocks and Bonds | Investigate stocks and bonds. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students justify their answers to (metacognition) class: Students peer tutor. Students dramatize situation problems. |
| Algebra, Fundamentals of Mathematics | 9 - 12 | | | Students will make a convincing oral argument to justify a problem solution. |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Informal Geometry<br>Mathematics of Consumer Economics | | Properties of Geometric Figures /Personal Finance | Similarity and Congruence /Making Informal Consumer Decisions | Students will define congruence as it relates to line segments, angles and geometric figures, and justify their decisions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Geometry | Identifying Polygons | Orally identify geometric terms from pictures or written words. |
| Fundamentals of Mathematics | 9 - 12 | Geometry | Properties | State the geometric properties. |
| Consumer Mathematics | | Personal Finances | Banking | Describe various investments, their advantages and disadvantages. |
| Pre-Algebra Informal Geometry | | Geometry | Identify Polygons | Orally describe and identify polygons. |
| Algebra I | | Real Numbers | Rational and Irrational Numbers | Identify a number as rational or irrational and justify answer. |
| Mathematics of Consumer Economics | 9 - 12 | Personal Finances | Stocks and Bonds | Describe various investments, their advantages and disadvantages |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students discuss situation problems in cooperative learning terms, team members evaluate communication skills, eye contact, etc. |
| Fundamentals of Mathematics | 9 - 12 | | | Role-play consumer situations. |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Informal Geometry | | Properties of Geometric Figures | Similarity and Congruence | Give a convincing argument that two figures are similar. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Algebra I | | Problem Solving | Problem Solving | Students will make a convincing oral argument to justify answers. |
| Mathematics of Consumer Economics | | Personal Finance | Make Informed Consumer Decisions | Students will justify their decisions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Operations Whole and Decimals | Operations | Students will use calculators to follow multiple-step oral directions to find an answer (Example: 2.5 x 3.6 + 11). |
| Fundamentals of Mathematics | 9 - 12 | Problem Solving | Problem Solving Strategies | Students will follow a computer program to solve problems. |
| Consumer Mathematics, Mathematics of Consumer Economics | | Personal Finance | Income Tax | Students will complete a tax form. |
| Pre-Algebra, Algebra I | | Properties | Order of Operations | Students will simplify a complex expression. |
| Informal Geometry | | Geometry Constructions | Constructing Congruent Triangles | Students will construct congruent triangles using SSS, SAS, ASA. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Homework assignment: Set up phone chain giving first person a problem to solve. Have first person call next person, restate problem and how it was solved and continue down the chain. |
| Fundamentals of Mathematics | 9 - 12 | | | Role-play placing an order. |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Informal Geometry | | | | Call a classmate and tell him/her how to fold paper to construct a regular polygon. |
| Mathematics of Consumer Economics | | | | |
| Algebra I | 9 - 12 | Problem Solving | Solving Equations | Tell another student the steps to solving an equation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Steps to Problem Solving | Given a stated problem students will orally explain how the problem is solved. |
| Fundamentals of Mathematics | 9 - 12 | 9 - 12 | Geometry | Basic Terms Used in Geometry |
| Consumer Mathematics | 9 - 12 | | | |
| Pre-Algebra | 9 - 12 | | | |
| Algebra I | 9 - 12 | | | |
| Mathematics of Consumer Economics | 9 - 12 | | | |
| Informal Geometry | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students write situation problems. Peers try to solve them and evaluate the clarity of the problem. |
| Fundamentals of Mathematics | 9 - 12 | | | Write the steps for solving a problem in paragraph form. |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Informal Geometry | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students will fill out catalog order forms, inventories, and bank statements and compute totals. Fill out social security card application, a job application, or a credit card application. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Students will write a description of a problem situation. Peers will try to solve it and proofread the text evaluating legibility, grammar, and spelling. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Given an oral description of a problem situation, students will be able to restate the facts accurately. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communication

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Given an oral description of a problem situation, students will ask questions to decide what information is relevant and what is necessary. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |
| Informal Geometry | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Problem Solving | Given an oral description of a problem, students will interpret the information to solve the problem. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Consumer Mathematics | | | | |
| Pre-Algebra | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem solving | Word Problems Identification | Have students decide if they have enough information to solve a given problem or what information is missing. Students can cross out information that is not needed. |
| Pre-Algebra | 9 - 12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Using Manipulatives in Class | Using, Caring for, and Storing Classroom Manipulatives | Teacher will review the correct procedures for using manipulatives (compasses, calculators, rulers, measurement cubes, meter sticks). Then students are given a problem and manipulatives to solve that problem. Peers and teachers evaluate the use of manipulatives. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | 9-12 | | | |
| Informal Geometry | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Geometry | Geometry Constructions and Graphs | Construct geometric figures through paper folding activities. |
| Pre-Algebra | 9-12 | | | Draw graphs of equations. |
| Fundamentals of Mathematics | | | | Make circle and bar graphs. |
| Consumer Math | | | | |
| Informal Geometry | | | | |
| Mathematics of Consumer Economics | 11-12 | Graphs | Statistical Tables and Pictographs | Make graphs and posters illustrating consumer related ideas. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Geometry: Area, Volume, and Circumference | Using Formulas to Solve Geometrical Problems | Students will use the correct formula to solve a specific problem. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Decimal Operations | Placing the Decimal Point in Sums, Differences, Products, and Quotients | Give students a work sheet with problems and answers but no decimal points. Students will place a decimal point if needed. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | Geometry | Identifying Geometric Figures | Identify a Geometric Figure. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Regular<br>Basic<br>Honors | 7 - 8 | Solving Equations | Solving Linear Equations with One Variable | Students will solve equations illustrating the logical sequence of steps. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | Geometric Constructions | Construct Perpendicular and Parallel Lines | Students will follow a given sequence of directions to construct perpendicular and parallel lines. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Daily Use of Cooperative Learning | Daily Use of Cooperative Learning | In a cooperative learning setting, students will ask their group leaders first about the assigned learning activities before going to the teacher for help. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49    Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Patriotism | Showing School Pride | Student will write paragraphs expressing -<br>1. How to show school pride (procedural paragraph).<br>2. Pros and cons of showing school pride (compare and contrast paragraph).<br>3. Persuasive paragraph to get others to show school pride. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Choosing Careers | Investigating Math-Related Careers | Explore math related careers using speakers. Research careers in the library and report to the class. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Student Skills | Value of Completing Homework | The teacher will select a number of outstanding students and ask them to share the steps they follow in completing their homework. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethics | Attendance | Give extra credit points for those with perfect attendance. Give a perfect attendance award.<br>Correlate grades and attendance using a scattergraph. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethics and Following School Rules | Consequences of Being Tardy | Rewards for students with no tardies.<br>Set procedures of negative consequences for each tardy.<br>Students write paragraphs on why they should be punctual. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethics | Promoting Pride Through Your Work | Display neat, well-organized homework papers. Have the class choose the 3 best papers for the day.<br>Students will keep a homework portfolio. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Regular<br>Basic<br>Honors | 7 - 8 | Grading Your Own and Other's Work | Honestly Correct Assignments Showing Procedures | Teacher will give folder quizzes where students can only use their corrected papers as a resource. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethics | The Value of Being Dependable | Turn in daily completed homework.<br>Return signed required documents promptly. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work ethics | Understanding the School Handbook and Classroom Rules | Students are given a situation to solve using the handbook as a guideline.<br>Students will help write class procedures, rules, and consequences of not abiding by them. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethics | Following Classroom Procedures After an Absence | Make student responsible for determining, completing and turning in make-up work. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethics | Attending to Tasks | Students must rotate through a given number of work stations in a given amount of time. Teacher announces time remaining periodically. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Math | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics - Basic Honors | 7 - 8 | Study Skills | Planning and Implementing Your Study Schedule | Have each student develop a study schedule within their individual time constraints. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethics | Perseverance | The teacher will organize a cooperative learning activity where each teammate is responsible for one part of the solution. The team leader puts all the parts together. If each team member did his/her job the group will succeed. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Testing Skills | How to Take a Timed Test | Students will provide answers for all the questions on the test within a given time limit. |
| Pre-Algebra | 9-12 | | | |
| Fundamentals of Mathematics | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Ethic | Organizing Your Work Space | Students will take turns at cleaning the classroom after every class meeting. |
| Fundamentals of Mathematics | 9-12 | | | |
| Consumer Math | | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | 11-12 | | | |
| Informal Geometry | 9-12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Class Rules | Respect Other's Property | Teacher introduces class rules concerning respecting other's property. Students will role play situations concerning borrowing, taking, and misusing other's things. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Class Rules | Procedures for Getting Help | Raise hand for help, attend tutorials, review rules for obtaining help. Seek help from peers during cooperative learning classes. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 | Cooperative Learning | Accepting Constructive Criticism | Students will role play and evaluate how each person felt when given constructive criticism. Students practice reacting to criticism in cooperative learning situations. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Cooperative Learning | Accepting Praise | Teacher will praise each student using verbal, non-verbal praise, coupons, rewards, positive notes and parent calls. Then discuss how to respond to each type of praise. |
| Fundamentals of Mathematics | 9 - 12 | | | Teacher praises cooperative groups and discusses various reactions of groups. |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Class Rules and Procedures | Assuming Responsibility for Own Actions | Students will list and discuss their responsibilities as students and as family members. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Class Rules | Accepting Your Mistakes and Correcting Mistakes | Students will accept consequences of their own behavior with no argument. Students will role play appropriate behaviors regarding mistakes. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Developing and Utilizing Problem Solving Strategies | Given a problem, students will use the scientific method to solve it. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Study Skills | Learning New Skills and Information | Teacher will model acceptance of new ideas expressed by students. Students will use the discovery method to solve problems - give them the answer and they determine which problem it solves. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Work Skill | Adapting to Changing Situations | Students are given guided practice individually, in cooperative learning teams, and in computer labs before being evaluated to see if they can transfer information presented in different formats. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Geometry | Constructions | Students will use compass, scissors, and straight edges to do geometric constructions without injury to self or others. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Emergency Procedures | Your Reaction to Emergencies | Teacher will invite the school nurse to discuss with the class how to react to someone suffering from a seizure, vomiting, or bleeding. Students will practice fire drill procedures. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Budget | Expenditures for Personal Hygiene | Have students use store ads to compile a shopping list of grooming needs and figure the cost.<br>Have students determine essential and nonessential grooming needs. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Appropriate Dress | On career day students will choose a math career and dress how a person in that career would dress. Students will discuss the school's dress code and why it is necessary. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Job Applications | Have a math career day where students choose a career and apply for a job in that field using sample applications obtained from local businesses. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Job Interviewing Skills | Hold a career day where students practice their interviewing skills with local businessmen for a position in a math related field. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Resumes | Teacher cuts out job ads from Sunday employment section of paper. Give them to the students and have them write their resume to meet job application requirements. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills (e.g., request a raise, route to promotion)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Job Retention Skills | Teacher will set up a math related business and assign students to roles from president to laborer. Students will run this mock business and attempt to move up the career ladder. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Letters of Applications | Use job ads from newspapers to answer ads requesting a letter of application. |
| Fundamentals of Mathematics | 9 - 12 | | | Set up a hypothetical situation in which students must move with family and wants to apply for a job in new location. |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Compiling a List of References | Each student will compile a list of references, for a hypothetical job, and present them to their peers who will decide on the most qualified individual based on their references. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Licenses, Permits, Etc. | Students fill out sample applications for a social security card, work permits, fishing and hunting license, figuring cost where it is needed. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Career and Interest Survey | The teacher will invite the school counselor to administer a career and interest survey. After receiving results students will interpret their results and research the jobs that they scored the highest on. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Consumer Math<br>Mathematics of Consumer Economics<br>Informal Geometry | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Identify and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Exploring Job Possibilities | Students will conduct a library assignment to locate job information and requirements.<br>Invite a guest speaker from the Chamber of Commerce to discuss local job opportunities.<br>Use the employment section of the newspaper to determine occupational categories. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Develop a Career Plan | Students will identify a career they would like to pursue and research it's job requirements. Students then develop a working plan to fulfill those requirements. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics<br>Basic<br>Regular<br>Honors | 7 - 8 | Career Education | Employment Test | Invite an employment counselor from an employment agency to come and discuss common employment tests. Then administer sample tests to students and discuss the individual results. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Consumer Math | | | | |
| Mathematics of Consumer Economics | | | | |
| Informal Geometry | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Graphing | Frequency Tables | Have the students list age appropriate behaviors for that class (e.g., bring required materials, follow directions, follow class rules). Students will make a frequency table over a designated period recording the observed behaviors. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Solving Word Problems | Solving Word Problems Using Cumulative Skills | Student will listen to a lecture on the techniques for solving word problems. Students will participate in an independent practice solving a variety of word problems. Students will form groups and discuss their solutions. Students will take a quiz individually. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Solving Problems Using Critical Thinking Strategies | Students will participate in small teams to solve critical thinking problems. These activities will be timed. At the conclusion of the session, team results will be posted. The students will then discuss and determine if there is a correlation between success and how well they worked cooperatively. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Rational Number Operations | Order of Operations | Students will be divided into groups. Each member is given a piece of a mathematical expression. Working together, students will create a true statement. Students are placed into new groups and given another expression to put together. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Graphing | Constructing Bar Graphs | The students will make bar graphs to represent their attendance record for month period. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Consumer Math | Investing in the Stock Market | Students are divided into teams of 3 or 4 and given $x to invest in the stock market. Students will work together in their teams to buy or sell stocks once a week. Students will keep track of their teams' gains and losses. Students are given time to interact with other teams to discuss their investments. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra I<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Mathematical Applications | Applying Mathematics in the Work Place | Students will give an oral report on a math project that they have researched. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Whole Number Operations | Mental Math | The teacher will orally state a problem and students will mentally solve it. Students with the right solution will be complimented by classmates. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Consumer Math | Banking Strategies | Set up a banking situation assigning students roles (tellers, customers, loan officer, president, vice president, etc.) On weekly basis students will participate in a given banking activity using math skills. Students will discuss and evaluate if a friendly atmosphere has been initiated and maintained. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra I<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Graphing | Pictographs | Students are divided into small groups to discuss a controversial student issue. Each group comes to a consensus. The class collects each group's decision, make a frequency table, and make a pictograph. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Statistics | Random Sampling | Divide the class into groups. Have the groups discuss and predict the outcomes of the People's Choice Awards. The class tallies the fractional probability of each winner. Correlate the predictions with the actual outcomes. Compare small group outcomes to large group outcomes. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Consumer Math | Household Expenses - Utility Bills | Students are given an incorrect utility. Students discuss how to complain to the company. Teacher will facilitate the discussion to the conclusion that a legitimate complaint would include correct mathematical data. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra I<br>Mathematics of Consumer Economics<br>Informal Geometry | 9 - 12 | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Word Problems | Solving Word Problems Using Cumulative Skills | Given a problem students in each group will reach a consensus on the best solution. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Percents | Converting Percents, Fractions, and Decimals | Students are divided into cooperative learning teams where a team's score is calculated by adding the individual team members' scores. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Ratio And Proportions | Use Proportions to Solve Problems | Divide students into cooperative learning teams where a team's score is figured on the success of all team members. Students are responsible for helping each other to succeed. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Honors<br>Regular | 7 - 8 | Mathematical Applications | Applying Math in the Work Place | Students will demonstrate appropriate manners during career day activities that require students to mingle with local businessmen and discuss how their math skills could be utilized at work. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Honors<br>Regular | 7 - 8 | Decimals | Multiplying and Dividing Decimals | Set up peer tutoring within the class and group students with varying abilities together. The group will work together to complete the assigned activity. Each student in the group is required to successfully pass a test over the activity. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Independent Living Skills | Completing a Job Application | Students will provide complete and accurate personal and professional information when completing a job application. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Geometry | Polygons | Students will identify street and traffic signs according to their geometric shape. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 108 Transition Skill Title: Use public transportation

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Statistics | Reading and Interpreting Charts | Students will use bus schedules to answer questions, to plan a trip, decide a destination, to determine the shortest route between two points. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Independent Living Skills | Dining Out | Students are given a specific amount of money. They must then order items from a menu taking into account the sales tax and tips so that they do not over spend. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Metric System | Identifying Appropriate Units | Teacher will bring a box of groceries and list groceries and corresponding weights or capacities. Students will estimate which grocery matches the given weights or capacities. Then students will read the labels on the groceries to see if their estimations were correct. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra I<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Consumer Math | Unit Pricing | Students will compare prices of a selected item in different stores. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra I<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Consumer Math | Shopping Economically | Students will figure the amount of discount and sale price on an item. Students will determine the cost of going to laundromat versus having clothes dry cleaned. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Ratio and Proportion | Use Proportions to Solve Problem | Students will read laundry detergent labels to determine the amount of detergent recommended per load. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Statistics | Constructing Circle Graphs | Students will budget time required to perform household chores and make a circle graph to illustrate the information. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Metric System | Solving Problems Using Metric Units | Students will read labels on medicine bottles, set a schedule for ingestion, determine how many doses are in that prescription and figure out how long this prescription will last. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Decimals | Adding and Subtracting Decimals | Set up a student store to allow students to purchase class supplies. Students will take turns being the store manager. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Graphs | Construct Circle Graphs | Students will divide their allowances into categories, figure the percent of allowance allotted to each category and draw a corresponding circle graph. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Personal Finance | Banking | Given pertinent information, students will calculate their account's balance, interest earned and service fee. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Using the Distance Formula to Solve Problems | Students will locate the closest police station, ambulance location and fire station on the city map. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Graphing | Constructing Circle Graphs | Students will identify all of their extra curricular activities and plan the amount of time they can devote to each one. Students will then draw a circle graph to illustrate their time allotments. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra I<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Percents | Figure Percent from Fractions | Students will hold a mock election and tally votes for each candidate or issue. Students will calculate the percentage of votes for each candidate or issue. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Graphs and Charts | Circle Graphs | Take a city budget and have students break it down into the various community services. Students will then research what each service involves and figure the percent of the total budget each service is allotted. Students will then graph the results on a circle graph. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Personal Finances | Invite a financial counselor to address the class regarding investing and saving for college, a car, etc. Then have each student develop their own personal budget for the above. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment and emergency services, etc

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Charts and Graphs | Making Bar Graphs | Each group of students will make a bar graph illustrating what percent of the city's budget is allotted to each service area. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease, or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Personal Finance | Students will use the newspaper and research apartments and houses available for rent or purchase. Then invite a realtor to address the class concerning real estate procedures (loans, insurance, closing costs, finance charges, etc.). Students will then solve word problems involving the different aspects of real estate. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Problem Solving | Personal Finance and Unit Pricing | Teacher will collect a variety of rental agreements and leases. Students will calculate total costs involved in each agreement and cost per square foot to identify the best buy. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics - Basic<br>Regular<br>Honors | 7 - 8 | Percents | Finding What Percent One Number is of Another | Students will determine the cost of connecting and disconnecting the various utilities. Students will then figure what percent of their total moving costs the above services require. |
| Fundamentals of Mathematics<br>Pre-Algebra<br>Algebra I<br>Mathematics of Consumer Economics<br>Consumer Math<br>Informal Geometry | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Mathematics -<br>Basic<br>Regular<br>Honors | 7 - 8 | Charts and Graphs | Making Bar Graphs | Students will interview their parents and list maintenance costs of their home for the past year. |
| Fundamentals of Mathematics | 9 - 12 | | | |
| Pre-Algebra | | | | |
| Algebra I | | | | |
| Mathematics of Consumer Economics | | | | |
| Consumer Math | | | | |
| Informal Geometry | | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole number

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Microbiology | Observe and Count Microorganisms | Students will use microscopes to count microorganisms and explain their reproductive processes. |
| Earth Science | 8 | Atoms | Parts of an Atom | Students will count the number of electrons, neutrons and protons inside an atomic model. |
| Biology I | 9 - 12 | Plants | Simple Plants | Students will learn how to do algae counts, and report on their method of reproduction. |
| Biology I - Honors | | Genetics | Chromosomes | Students will learn how to pair up and count chromosomes. |
| Biology II - Honors | | Taxonomy | Identification Keys | Students will learn how to do taxonomic identification by counting anatomic parts. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole number

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physical Science | 9 - 12 | Measurements | Measurement of Mass | Students will learn to count and measure liquids and solids to determine mass. |
| Chemistry I | 10 - 12 | Metrics | Measurements Meters and Mass | Students will demonstrate metric measurements by completing labs on length, distance, and mass. |
| Chemistry I - Honors | | Molecules | Molecular Structures | Students will demonstrate knowledge of molecular structures by counting. |
| Astro Science | | Stars | Sampling | Students will count stars from selected sectors of the sky. |
| Oceanography | 10 | Waves | Wave Types | Students will be able to identify types of waves and measure their intensity and count their numbers. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole number

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry II | | Periodic Chart | Identify Element and Components of Atoms. | Students will be able to count the number of neutrons, protons, and electrons in selected elements. |
| Physics | | Sound | Sound Waves | Students will be able to read and count decibels. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Metrics | Measurement of Volume, Length, and Mass | Student will be able to measure the length of an object, calculate the volume of liquid in a glass, and determine the mass of specified items in lab. |
| Earth Science | 8 | Time Zones | Calculating Time Zones and Time Changes | Students will be able to determine time changes as they go from zone to zone. |
| Biology I | 9 - 12 | Genetics | Probability | Students will solve problems in genetics labs by predicting genetics outcomes. |
| Biology I - Honors | | Circulatory System | Human Blood Components | Students will solve problems by doing blood counts, to determine the number of read blood cells in a sample. |
| Physical Science | | Simple Machine | Solve Problem with Work Effect, Life | Students will work problems with simple machines to show their effect on work, life, and effort. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I | 10 - 12 | Chemical Equations | Solve and Balance Equations | Students will solve problems by balancing equations. |
| Chemistry I - Honors | | Periodic Chart | Study of Elements and Table Parts | Students will solve problems by using knowledge of the chart and it's elements. |
| Astro Science | | Distance and Time | Diagram and Plan a Flight Plan | Students will write and file a flight plan. |
| Oceanography | | Waves | Wave Types and Movements | Students will solve problem about waves in order to determine their erosive effects on the shore line. |
| Biology II - Honors | 11 - 12 | Human Reproduction | Menstrual Cycle | The student will determine time of ovulation by charting temperatures and graphing information about a cycle. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics I | 11 - 12 | Temperature | Effects of Heat | Students will chart and graph temperatures and work lab. problems to determine effects of heat on various objects. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Steps of Investigation Process | Students will be able to solve investigative problems using the scientific method. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | Kingdom Monera | Reproduction of Bacteria | Students will be able to explain the process of fission and calculate the reproductive rate of a bacterium for a 24 hour period. |
| Biology I - Honors | | Kingdom Fungi | Reproduction of Yeasts | Students will be able to explain the process of budding and predict the number of buds produced in a given amount of time. |
| Physical Science | | Simple Machines | Work | Students will be able to solve problems using the equation and formula for work. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I - Honors | 10 - 12 | Radioactivity | Decay of Radioactivity Atoms | Students will be able to measure the amount of radiation being emitted from a sample and predict how long it will take to decay. |
| Astro Science | | Land Masses | Distances by Ground and Air Between two Points | Students will be able to determine air distances and land distances for travel. |
| Oceanography | | Physical Properties of the Oceans | Temperatures in the Oceans | Students will be able to measure temperatures and explain their impact on the environment. |
| Biology II - Honors | 11 - 12 | Populations | Growth and Development of a Specific Group of Organisms | Students will be able to predict the number of organisms and their offspring for an area. |
| Physics I | | Light | Light Speed | Students will be able to calculate the speed of light and how long it takes to reach Earth from a specified star. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Reproduction | Students will be able to determine the number of cell divisions a zygote goes through to reach the blastula stage of embryonic development. |
| Earth Science | 8 | Fossils | Age of Fossils | Students will be able to predict age of fossils. |
| Biology I - Regular<br>Honors | 9 - 12 | Mitosis | Cell Division | Students will solve problems in order to explain the process of cell division. |
| Physical Science |  | Molecular Structure | Molecules | Students will be able to explain how molecules form and re-form. |
| Chemistry I - Regular<br>Honors | 10 - 12 | Chemical Equations | Decomposition Reactions | Students will be able to solve problems and explain outcomes of decomposition of elements. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Astro Science | 10 - 12 | Wind | Wind Types<br>Velocity | Students will be able to identify winds and predict their potential danger to aircraft. |
| Oceanography | 10 | Storms | Types of Storms | Students will be able to map a storm's path and calculate directional changes and wind speeds. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Genetic Probability | Students will predict the genetic ratio of a given set of genes predicting phenotype and genotype of offspring. |
| Earth Science | 8 | Latitude and Longitude | Locating Areas by Longitude and Latitude | Students will be able to solve problems of location by using latitude and longitude numbers on a map. |
| Biology I, II - Honors<br>Regular | 9 - 12 | Meiosis | Sex Cell Production | Students will be able to explain the process of meiosis and predict the number of sex cells made in a given amount of time. |
| Physical Science | | Simple Machines | Work | Students will be able to demonstrate how simple machines save work by solving lab. problems. |
| Oceanography | 10 - 12 | Salinity | Salinity of Seawater | Students will be able to measure salinity. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I - Honors<br>Regular | 10 - 12 | Solutions | Rate of Dissolving | Students will be able to graph results of rates of solubility of lab materials. |
| Astro Science | | Stars | Sampling of Stars Numbers | Students will be able to predict a number of stars by doing sampling. |
| Physics I | 11 - 12 | Radioactivity | Rate of Decay | Students will be able to predict rate of radioactivity decay. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 8 | Cells | Cell Reproduction | Students will be able to explain the process of cell division. |
| Earth Science | 8 | Moon | Phases of the Moon | Students will be able to identify the phases of the moon. |
| Biology I, II - Regular<br>Honors | 9 - 12 | Cell | Mitosis and Meiosis | Students will be able to explain the process of making new body and new sex cell. |
| Physical Science | | Measurement | Temperature | Students will be able to read and record temperatures in degrees celsius and fahrenheit. |
| Chemistry I - Honors | 10 - 12 | Measurements | Measuring Mass | Students will be able to read and record masses of lab. specimens. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Astro Science | 10 - 12 | Distance and Time | Determine Travel Time | Students will be able to chart distance and time of travel between two points. |
| Oceanography | | Organisms | Habitats of Organisms | Students will be able to chart where specified organisms live by depth and locale. |
| Physics I | 11 - 12 | Measurements | Temperature | Students will be able to read and chart temperatures of lab. specimens. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Plant Kingdom | Seed Germination | Students will be able to solve problems about how many seeds will germinate and grow. |
| Earth Science | 8 | Metrics | Measurements of Volume, Length, and Mass | Students will solve lab. problems and read and record amount of volume, mass, and length as required. |
| Biology I, II - Honors | 9 - 12 | Genetics | Probability and Outcome of Gene Actions | Students will solve problems in predicting gene outcomes as dominant or recessive. |
| Physical Science |  | Newton's Laws | Newton's 3rd Law of Motion | Students will be able to solve problems using Newton's 3rd law of motion. |
| Chemistry I, II - Honors | 10 - 12 | Measurements | Mass | Students will be able to measure, read, and record masses of lab. materials. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Astro Science | 10 - 12 | Galaxies | Distance of Galaxies | Students will be able to determine distances of galaxies from earth. |
| Oceanography | | Ecology | Clean Up the Oceans | Students will determine what substances and in what amounts will harm ocean - dwelling organisms. |
| Physics I | 11 - 12 | Light | Behavior of Light | Students will be able to solve problems about properties of light. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Our Environment | Affects of Human Activity on our Environment | Students will be able to solve problems that show the cost of cleaning up our polluted environment. |
| Earth Science | 8 | | | |
| Biology I, II - Regular<br>Honors | 9 - 12 | Diseases | Contagious or Inherited Disease Forms | Students will solve problems for the costs disease control. |
| Physical Science | | Energy | Energy Development | Students will solve problems by using information on alternative energy and conservation costs. |
| Chemistry I, II - Honors | 10 - 12 | Energy | Nuclear Energy | Students will determine the costs of using nuclear energy. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Astro Science | 10 - 12 | Exploration | Cost of Space Travel and Program | Students will solve problems about space exploration costs, damage to ozone, environmental development on the moon. |
| Oceanography | | Studying our Oceans | Environmental Affects on our Oceans | Students will solve problems that show the cost of water conversion, pollution, population control, ecological balances, endangered species, tidal wave energy. |
| Physics I | 11 - 12 | Research and Development | Alternative Energy | Students will determine the cost of using specified alternative energy sources. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Metrics | Measurement of Volume | Students will measure and record liquids of various amount in lab. |
| Earth Science | 8 | | | Students will be able to measure and record volumes of designated liquids for lab. |
| Biology I, II - Honors | 9 - 12 | Metrics | Measurement of Lab Data for Length, Temperature, Volume, and Mass | Students will solve problems in metrics for lab measurements. |
| Physical Science | | Measurements | Learn to measure in metrics for: Length, Mass, Temperature, and Volume | Students will do lab work for measurements. |
| Astro Science | 10 - 12 | Stars | Map Star Charts | Students will be able to plot locations of stars on a graph. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Oceanography | 10 - 12 | Oceans | Depths | Students will be able to plot on a map various depths of oceans. |
| Physics I | 11 - 12 | Periodic Table | Atomic Mass and Numbers | Students will be able to determine the atomic mass and weight of specified elements. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Animal Kingdom | Compare Physical Characteristics of Lab Specimens | Students will determine the differences between lab specimens by measuring body parts and determining mass. |
| Earth Science | 8 | Geological Time | Determine Age of Fossils | Students will be able to determine the age of lab. fossils. |
| Biology I, II - Honors | 9 - 12 | Homeostasis | Chart Temperature | Students will solve problem by using temperature charts. |
| Physical Science | | Equations and Formulas | Learn to Balance an Equation | Students will solve problems by using equations. |
| Chemistry I, II<br>Regular<br>Honors | 10 - 12 | Equations | Balance Equations | Students will be able to balance chemical equations. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more decimal places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Astro Science | 10 - 12 | Stars | Chart Stars and Draw Maps | Students will solve problems by doing star mapping, diagramming, time and distance, magnitudes. |
| Oceanography | | Pressure | Water Pressure | Students will be able to determine water pressure at various depths. |
| Physics | 11 - 12 | Radioactivity | Measure Radioactive Materials | Students will measure and record emission from radioactive materials. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Metrics Measurement | Measure Length in Meters | Students will be able to calculate length of various lab. object. |
| Earth Science | 8 | Measurement | Measure Mass | Students will be able to measure and record the mass of various lab. specimens. |
| Biology I, II - Honors | 9 - 12 | Genetics | Genetics Probability | Students will solve problems in genetics. |
| Physical Science |  | Simple Machines | Force | Students will be able to calculate force applied to simple machine. |
| Astro Science | 10 - 12 | Measurements | Plot and Solve Fuel Needs | Students will determine fuel needs between two designated areas. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Oceanography | 10 - 12 | Winds | Velocity and Types of Winds | Students will be able to calculate wind speeds and predict effects on shore lines. |
| Physics I | 11 - 12 | Currents | Electricity | Students will be able to calculate costs of electricity. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Steps of Investigation Process | Students will be able to solve investigative problems using the scientific method. |
| Earth Science | 8 | | | |
| Biology I, II - Honors | 9 - 12 | Homeostasis | Chart Temperature | Students will solve problem by using temperature charts. |
| Physical Science | | Equations and Formulas | Learn to Balance an Equation | Students will solve problems by using equations. |
| Chemistry I, II<br>Regular<br>Honors | 10 - 12 | Equations | Balance Equations | Students will be able to balance chemical equations. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Astro Science | 10 - 12 | Trajectory | Plot and Graph Rocket Movements | Students will solve problems by graphing rocket trajectory, measurements, and charts of data. |
| Oceanography | 10 - 12 | Waves | Types of Waves | Students will solve problems by data graphing, temperature, wave movements in the ocean. |
| Physics I | 11 - 12 | Tables | Tables | Students will learn the different types of physics table. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Ecology | Relationships between Organisms | Student will explain data collection through the senses, observe and describe various organisms, predict outcomes and study environment. |
| Earth Science | 8 | Weather | Graph/Chart Weather Patterns | Student will predict outcomes, relationship, formulate hypothesis from data, observe earth materials, changes in weather and explain maps. |
| Biology I, II, Honors, Basic | 9 - 12 | Kingdoms | Compare and Contrast Organisms in Kingdoms | Students will observe and compare organisms, surveys, kingdoms and life processes. |
| Physical Science | | Physical and Chemical Reactions | Work Problems Demonstrating the reactions | Students will form hypothesis, predict outcomes, products, study relationships, write solutions, experiment with properties of water. |
| Chemistry I, II, Basic, Honors | 11 - 12 | Bonding | Chemical Bonds and Reactions | Students will read data, explain chemical reactions and equations. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Physical and Chemical Properties of Matter | Demonstrate Magnetism | Students will study Newton's Laws, observe physical and chemical properties of matter, explain magnetic and electrical interactions, energy charge, forming hypothesis explanation for data. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Microscopes | Counting Bond Organisms | Students will conduct lab experiments and write analysis of data and observation, inferences, outcomes and general statements about lab data and teacher lectures. |
| Earth Science | 8 | Energy | The Uses of Renewable and Nonrenewable Materials | Students will identify resources as nonrenewable or renewable. |
| Physics | 11 - 12 | Magnetism | Explain Magnetic Fields | Students will predict outcomes, record and explain data, deductions, theory and definition, and lab work. |
| Oceanography | 10 - 12 | Oceans of World | Explain a Topography Map | Students will formulate hypotheses, explain ecological patterns, marine patterns, and predict outcomes. |
| Astro Science | | Weather | Explain Weather Condition of a Specific Area | Students will demonstrate emergency procedures and aircraft traffic patterns. Contrast the effects of meteorological conditions. |

DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS
ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Biology I, II Basic<br>Honors | 9 - 12 | Kingdoms | Compare and Contrast Organisms of Each Kingdom. | Understand relationships between structures and functions in various organisms, explore ecological studies, survey and compare kingdoms, written/oral expression about environmental management. |
| Physics | | Chemical Formulas | Lab. Work Showing Balancing Equations | Describe physical and chemical reactions, write formulas, predict products, lab analysis, Newton's Laws, word problems and explanations. |
| Chemistry I, II<br>Basic<br>Honors | | | | Interpret results, write equations, formulas and graphs. Formulate hypothesis, record data, and predict outcomes of lab work. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Effects of Diet on Metabolism | Students will formulate hypothesis and contrast/compare organisms. |
| Earth Science | 8 | Topography | Directions on a Map | Students learn to describe resources used and life processes involved in topography. |
| Biology I, II, Basic, Honors | 9 - 12 | Kingdoms | Characteristics of Organisms in Each Kingdom | Students will identify cell functions, survey kingdoms, explain data, formulate hypotheses, explain principles of genetics. |
| Physical Science | 9 - 12 | Physical and Chemical Interactions | Differences of Chemical and Physical Interactions of Matter | Students will restate terms, draw information from periodic charts, evaluate careers and research, identify properties of waves, lab analysis, explain physical and chemical interactions. |
| Chemistry I, II, Basic, Honors | 9 - 12 | Kinetic Energy | Explain the Properties Formed in Kinetic Energy | Students will describe chemical processes, interpret results, sequence lab data, and describe chemical reactions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Measurements | Restating the Uses of a Balance | Students will sequence data from labs, explain physical processes, deduct hypotheses for predicting outcomes in the lab. |
| Astro Science | 10 - 12 | Weather | Weather Pattern Around the World | Students will sequence and order data for problems of air navigation and communication systems, interpret air traffic patterns, designs, and weather conditions, analyze maps, charts, graphs and predict fuel consumption. |
| Oceanography | 10 - 12 | Waves | Effects of Waves on a Short Line or Reef Environment | Students will sequence a lab investigation, formulate hypothesis from data, predict outcomes on marine activity, making inferences and restating definitions, theories, diagrams and models. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Demonstrate Knowledge and Application of Steps of Scientific Method | Students will plot data on graphs, maps, and charts and conduct lab activities using the scientific method. |
| Earth Science | 8 | Stars | Read a Star Map and Locate Various Stars | Students will read maps, charts, graphs, fill in lab forms, plot earth movement and read star charts. |
| Biology I, II - Basic<br>Honors | 9 - 12 | Reproduction | Interpret Data About the Menstrual Cycle | Students will measure and plot data, read maps, graphs, charts, and fill in lab data. |
| Physical Science | | Parallel Circuits | Explain the Flow of Current | Students will plot graphs, read maps, and use periodic chart. |
| Chemistry I, II - Basic<br>Honors | | Chemical Formulas | Work Problems Using Chemical Formulas | Student will interpret periodic charts, chemical labels, lab form, data from charts and maps, reading measurements and graphs. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Electro-magnetism | Understand Flow Charts of Energy Paths | Students will read and interpret charts, maps, chemicals, periodic chart and lab sheets. |
| Astro Science | 10 - 12 | Air Travel | Read and Interpret a Flight Plan | Students will diagram data, read charts and maps, lab forms, flight plans and star charts. |
| Oceanography | 10 - 12 | Weather | Interpret Data From a Weather Map | Students will plate tectonics, maps, waves, weather maps and changes. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Demonstrating the Steps of the Scientific Method | Students will plot data on graphs, maps, charts and conduct lab activities using the scientific method. |
| Earth Science | 8 | Earth Movements | Charting the Earth's Rotation and Revolution | Students will read maps, charts, graphs, fill in lab forms, plot each movement and read star charts. |
| Biology I, II - Basic<br>Honors | 9 - 12 | Genetics | Complete Punnett Squares and Write a Lab Conclusion | Students will measure and plot data, graphs, charts and fill in lab data using the scientific method. |
| Physical Science | 9 - 12 | Nuclear Reaction | Paraphrase Article or Information About Fission | Students will plot graphs, read maps and use periodic chart. |
| Chemistry I, II, Basic, Honors | 9 - 12 | Chemical Equations | Lab Work in Balancing Equations | Students will use the periodic chart, chemical labels, lab form, data from charts and maps, reading measurements and graphs. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Chemical Equations | Lab Work in Balancing Equations | Students will use the periodic chart, chemical labels, lab form, data from charts and maps, reading measurements and graphs. |
| Astro Science | 10 - 12 | Stars | Read Star Charts | Students will diagram data, read charts and maps, lab forms, flight plans and star charts. |
| Oceanography | 10 - 12 | Topography | Read Map of Ocean Floor | Students will interpret plate tectonics, maps, waves, weather maps and changes. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Animal Systems | Re-Write Relevant Vocabulary Terms | Students will explain relevant vocabulary terms. |
| Earth Science | 8 | Oceanography | | |
| Biology | 9 - 12 | Animal Systems | | Students will clarify operational definitions and relevant terms. |
| Physical Science | | Measurements | | Students will apply definitions and terms. |
| Chemistry | | Formulas | | Students will apply and clarify relevant terms. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 9 - 12 | Formulas | Re-Write Relevant Vocabulary Terms | Students will apply and clarify relevant terms. |
| Astro Science | | Topography | | |
| Oceanography | | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Kingdoms | Look Up and Define Relevant Terms | Students will restate and explain relevant vocabulary terms. |
| Earth Science | 8 | Environment | | Students will restate and explain relevant vocabulary terms. |
| Biology | 9 - 12 | Kingdoms | | Students will clarify operational definitions and relevant terms. |
| Physical Science | 9 - 12 | Friction | | Students will apply definitions and terms. |
| Chemistry | | Light | | Students will apply and clarify relevant terms. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 9 - 12 | Light | Look Up and Define Relevant Terms | Students will apply and clarify relevant terms. |
| Astro Science | | Flight | | |
| Oceanography | | Animal Life Forms | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Diseases | Local Communicable Diseases | Students will make calls to: health department, E.P.A. drug information, free clinics, planned parenthood, FDA and DEA. |
| Earth Science | 8 | Pollution | Local Environmental Pollution | Students will make calls to environmental specialists and research data. |
| Biology I, II, Basic, Honors | 9 - 12 | Diseases | Reporting on Local Communicable Diseases | Students will make calls to: health department, E.P.A. drug information, free clinics, planned parenthood, FDA and DEA. |
| Chemistry I,II - Basic<br>Honors | 9 - 12 | Resources | Report on Available Oil Production | Students will call various Chemical Co., Research and Oil Companies. |
| Physics | 9 - 12 | Weather | Report on Local Weather Patterns | Students will call the EPA and local meteorologists. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisement, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Read Contents of Food Containers | Students will read maps and labels. |
| Earth Science | 8 | Weather | Read a Weather Map | Students will read and interpret graphs, maps, and charts. |
| Biology | 9 - 12 | Nutrition | Read Contents of Food Containers | Students will read maps and labels. |
| Physics Chemistry | | Periodic Table | List Mass, Weight, Atoms, Number for Specific Elements | |
| Astro Science | | Stars | Identify Stars From a Map | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisement, contracts, labels, directions, maps, catalogs, and signs

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Oceanography | 9 - 12 | Topography | Understand Maps of Ocean Floor | Students will read and interpret graphs, maps, and charts. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Earth Science | 8 | Energy Resources | Reports on Available Resources | Students will describe renewable/ nonrenewable resources and effects of earth's scientific processes. |
| Biology I, II, Basic, Honors | 9 - 12 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Physical Science | | Harmonic Motion | Motion Topic | Students will describe physical and chemical interactions and discuss factors that affect motion of objects. |
| Chemistry I, II, Basic, Honors | | Chemical Formulas | Work Problems With Lab Partner | Students will describe chemical processes and explain meaningful arrangements of chemical information. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 10 - 12 | Physical Formulas | Work Problems With Lab Partner | Students will describe physical processes. |
| Astro Science | | Weather | Discuss Weather Patterns with Partners | Students will describe emergency procedures and air traffic patterns and contrast the effects of meteorological conditions. |
| Oceanography | | Ecology | Discuss Ecology of a Coral Reef | Students will describe marine science processes and ecological patterns. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Earth Science | 8 | Energy Resources | Reports on Available Resources | Students will describe renewable/ nonrenewable resources and effects of earth's scientific processes. |
| Biology I, II, Basic, Honors | 9 - 12 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Physical Science | | Harmonic Motion | Motion Topic | Students will describe physical and chemical interactions and discuss factors that affect motion of objects. |
| Chemistry I, II, Basic, Honors | | Chemical Formulas | Work Problems With Lab Partner | Students will describe chemical processes and explain meaningful arrangements of chemical information. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 10 - 12 | Physical Formulas | Work Problems With Lab Partner | Students will describe physical processes. |
| Astro Science | | Weather | Discuss Weather Patterns With Partners | Students will describe emergency procedures and air traffic patterns and contrast the effects of meteorological conditions. |
| Oceanography | | Ecology | Discuss Ecology of a Coral Reef | Students will describe marine science processes and ecological patterns. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Earth Science | 8 | Energy Resources | Reports on Available Resources | Students will describe renewable/ nonrenewable resources and effects of earth's scientific processes. |
| Biology I, II, Basic, Honors | 9 - 12 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Physical Science | | Harmonic Motion | Motion Topic | Students will describe physical and chemical interactions and discuss factors that produce motion. |
| Chemistry I, II, Basic, Honors | | Chemical Formulas | Work Problems With Lab Partner | Students will describe chemical processes and explain meaningful arrangements of chemical information. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 10 - 12 | Physical Formulas | Work Problems With Lab Partner | Students will describe physical processes. |
| Astro Science | | Weather | Discuss Weather Patterns With Partners | Students will describe emergency procedures and air traffic patterns and contrast the effects of meteorological conditions. |
| Oceanography | | Ecology | Discuss Ecology of a Coral Reef | Students will describe marine science processes and ecological patterns. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Earth Science | 8 | Energy Resources | Reports on Available Resources | Students will describe renewable/ nonrenewable resources and effects of earth's scientific processes. |
| Biology I, II, Basic, Honors | 9 - 12 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Physical Science | | Harmonic Motion | Motion Topic | Students will describe physical and chemical interactions and discuss factors that produce motion. |
| Chemistry I, II, Basic, Honors | | Chemical Formulas | Work Problems With Lab Partner | Students will describe chemical processes and explain meaningful arrangements of chemical information. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 10 - 12 | Physical Formulas | Work Problems With Lab Partner | Students will describe physical processes. |
| Astro Science | | Weather | Discuss Weather Patterns With Partners | Students will describe emergency procedures and air traffic patterns and contrast the effects of meteorological conditions. |
| Oceanography | | Ecology | Discuss Ecology of a Coral Reef | Students will describe marine science processes and ecological patterns. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Diseases | Write a Report About Communicable Diseases in an Area | Students will make calls to: health department, E.P.A. drug information, free clinics, planned parenthood, FDA and DEA. |
| Earth Science | 8 | Pollution | Write Report About Pollution of the Area's Water and Air | Students will make calls to specialists on environment and research data. |
| Biology I, II, Basic, Honors | 9 - 12 | Diseases | Write a Report About Communicable Diseases in an Area | Students will make calls to: health department, E.P.A. drug information, free clinics, planned parenthood, FDA and DEA. |
| Physics | | Weather | Report on Local Weather Patterns | Students will call the EPA and local meteorologists. |
| Chemistry I, II, Basic, Honors | | Resources | Report on Available Oil Production | Students will make contact with research departments of chemical and oil companies. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Earth Science | 8 | Energy Resources | Reports on Available Resources | Students will describe renewable/ nonrenewable resources and effects of earth's scientific processes. |
| Biology I, II, Basic, Honors | 9 - 12 | Environment | Report on a Designated Habitat | Students will make oral reports on life activities and ecological relationships. |
| Physical Science | | Harmonic Motion | Motion Topic | Students will describe physical and chemical interactions and discuss factors that affect motion of objects. |
| Chemistry I, II, Basic, Honors | | Chemical Formulas | Work Problems With Lab Partner | Students will describe chemical processes and explain meaningful arrangements of chemical information. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 10 - 12 | Physical Formulas | Work Problems With Lab Partner | Students will describe physical processes. |
| Astro Science | | Weather | Discuss Weather Patterns With Partners | Students will describe emergency procedures and air traffic patterns and contrast the effects of meteorological conditions. |
| Oceanography | | Ecology | Discuss Ecology of a Coral Reef | Students will describe marine science processes and ecological patterns. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Demonstrate Knowledge and Application of Steps of Scientific Method | Students will plot data on graphs, maps, and charts and conduct lab activities using the scientific method. |
| Earth Science | 8 | Stars | Read a Star Map and Locate Various Stars | Students will read maps, charts, graphs, fill in lab forms, plot earth movement and read star charts. |
| Biology I, II - Basic Honors | 9 - 12 | Reproduction | Interpret Data About the Menstrual Cycle | Students will measure and plot data, read maps, graphs, charts, and fill in lab data. |
| Physical Science | | Parallel Circuits | Explain the Flow of Current | Students will plot graphs, read maps, and use periodic chart. |
| Chemistry I, II - Basic Honors | | Chemical Formulas | Work Problems Using Chemical Formulas | Student will interpret periodic charts, chemical labels, lab form, data from charts and maps, reading measurements and graphs. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Electro-magnetism | Understand Flow Charts of Energy Paths | Students will read and interpret charts, maps, chemicals, periodic chart and lab sheets. |
| Astro Science | 10 - 12 | Air Travel | Read and Interpret a Flight Plan | Students will diagram data, read charts and maps, lab forms, flight plans and star charts. |
| Oceanography | 10 - 12 | Weather | Interpret Data From a Weather Map | Students will plate tectonics, maps, waves, weather maps and changes. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Demonstrate Knowledge and Application of Steps of Scientific Method | Students will plot data on graphs, maps, and charts and conduct lab activities using the scientific method. |
| Earth Science | 8 | Stars | Read a Star Map and Locate Various Stars | Students will read maps, charts, graphs, fill in lab forms, plot earth movement and read star charts. |
| Biology I, II - Basic<br>Honors | 9 - 12 | Reproduction | Interpret Data About the Menstrual Cycle | Students will measure and plot data, read maps, graphs, charts, and fill in lab data. |
| Physical Science | | Parallel Circuits | Explain the Flow of Current | Students will plot graphs, read maps, and use periodic chart. |
| Chemistry I, II - Basic<br>Honors | | Chemical Formulas | Work Problems Using Chemical Formulas | Student will interpret periodic charts, chemical labels, lab form, data from charts and maps, reading measurements and graphs. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Electro-magnetism | Understand Flow Charts of Energy Paths | Students will read and interpret charts, maps, chemicals, periodic chart and lab sheets. |
| Astro Science | 10 - 12 | Air Travel | Read and Interpret a Flight Plan | Students will diagram data, read charts and maps, lab forms, flight plans and star charts. |
| Oceanography | 10 - 12 | Weather | Interpret Data From a Weather Map | Students will plate tectonics, maps, waves, weather maps and changes. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Demonstrate Knowledge and Application of Steps of Scientific Method | Students will plot data on graphs, maps, and charts and conduct lab activities using the scientific method. |
| Earth Science | 8 | Stars | Read a Star Map and Locate Various Stars | Students will read maps, charts, graphs, fill in lab forms, plot earth movement and read star charts. |
| Biology I, II - Basic<br>Honors | 9 - 12 | Reproduction | Interpret Data About the Menstrual Cycle | Students will measure and plot data, read maps, graphs, charts, and fill in lab data. |
| Physical Science | | Parallel Circuits | Explain the Flow of Current | Students will plot graphs, read maps, and use periodic chart. |
| Chemistry I, II - Basic<br>Honors | | Chemical Formulas | Work Problems Using Chemical Formulas | Student will interpret periodic charts, chemical labels, lab form, data from charts and maps, reading measurements and graphs. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Electromagnetism | Understand Flow Charts of Energy Paths | Students will read and interpret charts, maps, chemicals, periodic chart and lab sheets. |
| Astro Science | 10 - 12 | Air Travel | Read and Interpret a Flight Plan | Students will diagram data read charts and maps, lab forms, flight plans and star charts. |
| Oceanography | 10 - 12 | Weather | Interpret Data From a Weather Map | Students will plate tectonics, maps, waves, weather maps and changes. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Explain Effects of Diet on Your Metabolism | Students will predict and infer lab outcomes, formulate hypothesis, and contrast/compare organisms. |
| Earth Science | 8 | Topography | Explain Directions on a Map | Students will formulate hypothesis from data, describe resource, life processes and explain maps. |
| Biology I, II, Basic, Honors | 9 - 12 | Kingdoms | Restate Characteristics of Organisms in Each Kingdom | Students will identify cell functions, survey kingdoms, explain data, formulate hypotheses, and explain principles of genetics. |
| Physical Science | 9 - 12 | Physical and Chemical Interactions | Chemical and Physical Interactions of Matter | Students will restate terms, draw information from periodic charts, evaluate careers and research, and identify properties of waves. |
| Chemistry I, II, Basic, Honors | 9 - 12 | Kinetic Energy | Explain the Properties Formed in Kinetics Energy | Students will describe chemical processes, arrange chemical information, interpret results, sequence lab data, describe chemical and kinetic reactions. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Measurements | Restating the Uses of a Balance | Students will sequence data from labs, explain physical processes, deduct hypotheses for predicting outcomes in the lab. |
| Astro Science | 10 - 12 | Weather | Weather Patterns Around the World | Students will sequence and order data for problems of air navigation and communication systems, interpret air traffic patterns, designs, and weather conditions, analyze maps, charts, graphs and predict fuel consumption. |
| Oceanography | 10 - 12 | Waves | Effects of Waves on a Shore Line or Reef Environment | Students will sequence a lab investigation, formulate hypothesis from data, predict outcomes on marine activity, making inferences and restating definitions, theories, diagrams and models. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communication.

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Explain Effects of Diet on Your Metabolism | Students will formulate hypothesis, analyze and evaluate importance of plants and animals, evaluate applications and career implications. |
| Earth Science | 8 | Topography | Explain Directions on a Map | |
| Biology I, II, Basic, Honors | 9 - 12 | Kingdoms | Restate Characteristics of Organisms in Each Kingdom | Students will predict outcomes, formulate hypotheses, explain and evaluate applications. |
| Physical Science | 9 - 12 | Physical and Chemical Interactions | Differences in Chemical and Physical Interactions of Matter | |
| Chemistry I, II, Basic, Honors | 9 - 12 | Kinetic Energy | Properties Formed in Kinetics Energy | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communication

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Measurements | Restating the Uses of a Balance | Students will sequence data from labs, explain physical processes, deduct hypotheses for predicting outcomes in the lab. |
| Astro Science | 10 - 12 | Weather | Weather Patterns Around the World | Students will evaluate: recovery procedures, precision approaches, procedures for obtaining ratio assistance careers. |
| Oceanography | 10 - 12 | Waves | Effects of Waves on a Shore Line or Reef Environment | Students will evaluate careers and research. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Environment | Report on a Designated Habitat | Students will complete manipulative labs. |
| Earth Science | 8 | Energy Resources | Reports on Available Resources | Students will follow rules, prepare demonstrates. |
| Biology I, II - Basic<br>Honors | 9 - 12 | Environment | Report on a Designated Habitat | Students will demonstrate safety procedures, prepare demonstrations. |
| Physical Science | | Harmonic Motion | Motion Topic | |
| Chemistry I, II - Basic<br>Honors | | Chemical Formulas | Work Problems With Lab Partner | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 10 - 12 | Physical Formulas | Work Problems with Lab Partner | Students will demonstrate safety procedures, prepare demonstrations. |
| Astro Science |  | Weather | Discuss Weather Patterns with Partners | Students will demonstrate investigative procedures and techniques and knowledge of FHA regulations. |
| Oceanography |  | Ecology | Discuss Ecology of a Coral Reef | Students will demonstrate safety in oceanography labs and use of field equipment. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Scientific Method | The student will re-state a hypothesis; re-evaluate your data from a laboratory; demonstrate knowledge of scientific procedures. |
| Earth Science | 8 | Satellites Molecular Theory | Mapping of Satellites and Tenets | The student will re-state a question and/or hypothesis. |
| Biology I<br>Basic<br>Honor | 9 - 12 | Laws of Dominance, Segregation, Independence, and Assortment of Body Systems | Punnett Squares Fruit Flies Inheritance, Pattern, Digestion, Respiration and Circulation | The student will identify the structures and functions of organisms and their body systems. |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Motion, Force, Work, Power, Machines, and Energy | Laboratory Work Problems | The student will re-work problems to explain Newton's Laws, Force Motion, Energy and Work. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Formulas, Theories, and Equations | Formulas, Theories, and Equations | The students will re-interpret lab results from chemical formulas, atomic theory symbols, balancing equations and momentum oxidation periodic table. |
| Chemistry II | 9 - 12 | | | |
| Physics | 11 - 12 | Newton's Law of Motion, Gravitation, Force Friction and Nuclear Reactions | Newton's Law of Motion, Gravitation, Force Friction and Nuclear Reactions | The student will redefine Newton's Laws of Motion and Gravitation. Re-examine discoveries about Nuclear Power. |
| Astro Science | 10 - 12 | Stars, Rocketry, Moon and Satellites | Stars, Rocketry, Moon and Satellites | The student will re-trace history of rocketry. Re-state Magnitude and spectral classes of stars. Re-name and describe features of the moon. |
| Oceanography | 10 - 12 | Oceans of the World | Oceans of the World | The student will re-examine properties of measurements such as dating, density, salinity, temperature, currents, waves, and tides. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Safety | Laboratory Safety Rules and Care | The student will re-state and apply laboratory safety rules. |
| Earth Science | 8 | | | |
| Biology I Basic | 9 - 12 | | | |
| Honors | | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I Honors | 9 - 12 | Safety | Laboratory Safety Rules and Care | The student will re-state and apply laboratory safety rules. Demonstrate established laboratory rules and technique. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 11 - 12 | | | |
| Oceanography | 11 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Body's Systems | Reproduction, Circulatory, Excretory and Digestive Systems | The student will design and construct posters or booklets to explain: cellular components and body systems. |
| Earth Science | 8 | Weather Oceanography | Weather Movements, Oceanography | The student will demonstrate by a slide show - phases of moon. Graph weather statistics and demonstrate on a chart design a map to show ocean floor or lunar areas. |
| Biology I Basic<br>Honors | 9 - 12 | Monocots and Dicots, Life Cycle of Angiosperm and Blood | Observe Cells, Plant Development, Study Blood Types | The student will construct cellular model. Develop a poster to compare plant and animal development. Report on immunology. |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Energy Sources | Various Energy Sources | The student will present oral reports on energy. Design a project to demonstrate an alternative energy resource. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Molecular and Empirical Formulas | Problems on Formulas | The student will present a report on: Atomic structures and current models. Develop posters depicting: Molecular and Empirical formulas. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | Newton's Law of Motion, Gravitation, Nuclear Energy, Magnetism and Electricity | Newton's Law of Motion, Gravitation, Nuclear Energy, Magnetism and Electricity | Students will report on concepts of electricity and magnetism, research discoveries about nuclear power and demonstrate by report or poster - Newton's Laws. |
| Astro Science | 10 - 12 | Lunar Phases, Constellation, Copernicus | Phases of the Moon - Constellations | The student will present reports on the contributions of Copernicus, posters displaying constellations and time line on phases of moon on a chart. |
| Oceanography | 10 - 12 | Oceans and Waves | Ocean Floor - Wave Machine | The student will research and report on careers in oceanography, construct a model of the ocean basic and display graphs depicting forms of waves. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Scientific Method | The student will follow the steps of the Scientific Method. |
| Earth Science | 8 | | | |
| Biology I Basic | 9 - 12 | | | |
| Honors | | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I Honors | 9 - 12 | Laboratory Safety and Scientific Method | Laboratory Safety and Scientific Method | The student will follow the steps of the Scientific Method. Follow rules for laboratory safety. Follow teacher directions for specific assignments. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Scientific Method | Follow rules for laboratory |
| Earth Science | 8 | | | |
| Biology I Basic | 9 - 12 | | | |
| Honors | | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Chemistry I Honors | 9 - 12 | Laboratory Safety | Laboratory Safety | Follow rules for laboratory safety. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Laboratory Safety and Scientific Method | Laboratory Safety and Scientific Method | Follow teacher directions for specific assignments. |
| Earth Science | 8 | | | |
| Biology I<br>Basic<br>Honors | 9 - 12 | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Laboratory Safety and Scientific Method | Laboratory Safety and Scientific Method | The student will follow the steps of the Scientific Method. Follow rules for laboratory safety. Follow teacher directions for specific assignments. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Careers in Science | Careers in Science | The students will listen to speakers on scientific topics that relate to roles in scientific fields. The speakers will describe the job structure, expectations, requirements and duties. |
| Earth Science | 8 | | | |
| Biology I<br>Basic<br>Honors | 9 - 12 | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I Honors | 9 - 12 | Careers in Science | Careers in Science | The student will listen to speakers on scientific topics that relate to roles in scientific fields. The speakers will describe the job structure, expectations, requirements and duties. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school / company / job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Job Skills | Loyalty | Students will list and discuss the different ways they can show loyalty to their school or place of work. |
| Earth Science | 8 | | | |
| Biology I Basic | 9 - 12 | | | |
| Honors | | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school / company / job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I Honors | 9 - 12 | Careers | Loyalty | Students will list and discuss the different ways they can show loyalty to their school or place of work. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals / choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Career Planning | Careers in Scientific Fields | Students will listen to speakers on scientific topics related to roles in scientific fields. Students will describe the job structure and requirement, and discuss job expectations, requirements, and duties. |
| Earth Science | 8 | | | |
| Biology I<br>Basic<br>Honors | 9 - 12 | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic carer goals / choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I Honors | 9 - 12 | Career Planning | Careers in Scientific Fields | Students will listen to speakers on scientific topics related to roles in scientific fields. Students will describe the job structure and requirement, and discuss job expectations, requirements, and duties. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethics)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Study the Body System | The student will observe as the teacher models his/her expectations regarding cooperation and appropriate attitudes. The teacher will provide positive reinforcement and firmly establish rules for cooperative group work in special projects and laboratory. |
| Earth Science | 8 | Weather | Weather Conditions | |
| Biology I Basic<br>Honors | 9 - 12 | Human Body | Study the Body System | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Machines | Research a Specific Machine | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Bonding | Types of Bonds | The student will observe as the teacher models his/her expectations regarding cooperation and appropriate attitudes. The teacher will provide positive reinforcement and firmly establish rules for cooperative group work in special projects and laboratory. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | Human Body | Study Body System | |
| Oceanography | 10 - 12 | Weather | Weather Conditions | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Laboratory Safety and Scientific Method | Safety Rules and Scientific Method Steps | The teacher will help students create a need for group interdependence to promote responsibility for cooperative group work in projects and laboratory. Students will set realistic goals for attendance, and set up improvement plans with positive rewards. |
| Earth Science | 8 | | | |
| Biology I Basic | 9 - 12 | | | |
| Honors | | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Laboratory Safety and Scientific Method | Safety Rules and Scientific Method Steps | The teacher will help students create a need for group interdependence to promote responsibility for cooperative group work in projects and laboratory. Students will set realistic goals for attendance, and set up improvement plans with positive rewards. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Cooperative Learning | Group Interdependence | Students will discuss the need for group interdependence to promote responsibility for cooperative group work in projects and laboratories. Students will set realistic goals for attendance and set up improvement plans with positive rewards. |
| Earth Science | 8 | | | |
| Biology I<br>Basic | 9 - 12 | | | |
| Honors | | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Cooperative Learning | Group Interdependence | Students will discuss the need for group interdependence to promote responsibility for cooperative group work in projects and laboratories. Students will set realistic goals for attendance and set up improvement plans with positive rewards. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Ecology | Preserve the Environment | The student will display his/her work in the classroom and display cabinets. The student will receive achievement awards in papers and school announcements. The student will reinforce group dependency and responsibility in cooperative learning settings and follow rules and regulations in class. |
| Earth Science | 8 | Oceans | Preserve the Oceans | |
| Biology I<br>Basic<br>Honors | 9 - 12 | Ecology | Preserve the Environment | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Waves | Study Waves Types | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Periodic Table | Symbols and Parts of the Periodic Table | The student will display his/her work in the classroom and display cabinets. The student will receive achievement awards in papers and school announcements. The student will reinforce group dependency and responsibility in cooperative learning settings and follow rules and regulations in class. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | Flight Plans | Destination | |
| Oceanography | 10 - 12 | Ecology | Preserve the Environment | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Plant Life | Types of Plants | The student will display his/her work in the classroom and display cabinets. The student will receive achievement awards in papers and school announcements. The student will reinforce group dependency and responsibility in cooperative learning settings and follow rules and regulations in class. |
| Earth Science | 8 | Clouds | Report on Clouds | |
| Biology I Basic | 9 - 12 | Plant Life | Types of Plants | |
| Honors | | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Machines | How a Machine Works | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Moles | Molecular Mass and Formula, Avogado's Number, the Mole, Molecular Formulas, and Hydrates | The student will display his/her work in the classroom and display cabinets. The student will receive achievement awards in papers and school announcements. The student will reinforce group dependency and responsibility in cooperative learning settings and follow rules and regulations in class. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | Clouds | Report on Clouds | |
| Oceanography | 10 - 12 | Reefs | Reef Life and Ecology | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Laboratory Safety and Scientific Method | Steps of Scientific Method | Students will reinforce group dependency and responsibility in cooperative learning settings. Students will follow rules and regulations in class. The teacher will design and/or assign specific labs for each science group. |
| Earth Science | 8 | | | |
| Biology I<br>Basic<br>Honors | 9 - 12 | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Chemistry I Honors | 9 - 12 | Laboratory Safety and Scientific Method | Steps of the Scientific Method | Students will reinforce group dependency and responsibility in cooperative learning settings. Students will follow rules and regulations in class. The teacher will design and/or assign specific labs for each science group. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom / work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Monocots and Dicots | Types of Plant Seed | Students will reinforce group dependency and responsibility in cooperative learning settings. Students will follow rules and regulations in class. |
| Earth Science | 8 | Weather | Weather Conditions | |
| Biology I<br>Basic<br>Honors | 9 - 12 | Amphibians | Dissect or View Specimens | |
| Biology II | 11 - 12 | Reptiles | Various Snakes | |
| Physical Science | 9 - 12 | Light | Light Problems | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom / work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Atomic Structure | Laboratory work for: Atomic Theories, Dalton's Hypothesis, and Isotopes | Students will reinforce group dependency and responsibility in cooperative learning settings. Students will follow rules and regulations in class. |
| Chemistry II | 11 - 12 | Atomic Structure | Laboratory work for: Spectroscopy, Planck's Hypothesis, and Photoelectric Effects | |
| Physics | 11 - 12 | Light | Light Problems | |
| Astro Science | 10 - 12 | Rocketry | Rockets | |
| Oceanography | 10 - 12 | Salinity | Salinity | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Kingdoms | Organisms | The teacher will provide positive reinforcement and firmly establish rules for cooperative group work in special projects and laboratories. |
| Earth Science | 8 | Clouds | Types of Clouds | |
| Biology I<br>Basic<br>Honors | 9 - 12 | Kingdoms | Organisms | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Waves | Types of Waves | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Careers | Chemical Careers | The teacher will provide positive reinforcement and firmly establish rules for cooperative group work in special projects and laboratories. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | Careers | Career Options for Physicists | |
| Astro Science | 10 - 12 | Clouds | Types of Clouds | |
| Oceanography | 10 - 12 | Weather | Weather Conditions and the Oceans | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Animal Life | Animals | The student will turn in assignments on time. Work on task during allotted class time. Establish a routine to complete home assignments and organize notebooks and calendar. |
| Earth Science | 8 | Rocks | Collect and Identify Rocks | |
| Biology I<br>Basic<br>Honors | 9 - 12 | Animal Kingdoms | Animal's Habitat, Adaptations, and General Habits | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Sound | Catalog and Record Sounds | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Measuring and Calculating | Problems in the Laboratory on Measuring Time, Length, Temperature and Density | The student will turn in assignments on time. Work on task during allotted class time. Establish a routine to complete home assignments and organize notebooks and calendar. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | Constellations | Observable Constellations | |
| Oceanography | 10 - 12 | Marine Life | Marine Organisms | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Microorganisms | Shapes and Habits of Bacteria | The student will turn in assignments on time. Work on task during allotted class time. Establish a routine to complete home assignments and organize notebooks and calendar. |
| Earth Science | 8 | Fossils | Depth and Dating of Fossil | |
| Biology I<br>Basic<br>Honors | 9 - 12 | Angiosperms | Planting Various Flowers | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | Electricity | Test Circuit Condition | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Bonds | Covalent and Ionic Bonds | The student will turn in assignments on time. Work on task during allotted class time. Establish a routine to complete home assignments and organize notebooks and calendar. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | Wind | Wind Shear and Effects on Aircraft | |
| Oceanography | 10 - 12 | Volcanoes | Effect of Volcanic Eruptions on the Ocean and the Atmosphere | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Genetics | Dominant and Recessive Traits | The student will turn in assignments on time. Work on task during allotted class time. Establish a routine to complete home assignments and organize notebooks and calendar. |
| Earth Science | 8 | Wind | Effects of the Wind | |
| Biology I<br>Basic<br>Honors | 9 - 12 | Genetics | Hybridization | |
| Biology II | 11 - 12 | Genetics | Dominant and Recessive Traits | |
| Physical Science | 9 - 12 | Energy | Differences Between Energy Types | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Solids | Cystals, Unit Cells, Closest Packing, Elementary Crystals, and Defects | The student will turn in assignments on time. Work on task during allotted class time. Establish a routine to complete home assignments and organize notebooks and calendar. |
| Chemistry II | 11 - 12 | Gases | Boyles' Law, Dalton's Law, and Charles' Law | |
| Physics | 11 - 12 | Matter | Properties of Matter | |
| Astro Science | 10 - 12 | Trajectory | Rockets | |
| Oceanography | 10 - 12 | Currents and Tides | Currents and Tides on Coastal Areas | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Laboratory Safety and Scientific Method | Laboratory Safety and Scientific Method | The student will turn in assignment on time. Work on task during allotted class time. Establish a routine to complete assignments and organize notebooks and calendar. |
| Earth Science | 8 | | | |
| Biology I<br>Basic<br>Honors | 9 - 12 | | | |
| Biology II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>Honors | 9 - 12 | Laboratory Safety and Scientific Method | Laboratory Safety and Scientific Method | The student will turn in assignment on time. Work on task during allotted class time. Establish a routine to complete assignments and organize notebooks and calendar. |
| Chemistry II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Lab Safety Class Rules | Learn Lab and Class Rules | The students will follow safety rules, respect and care for property during labs. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| | 9 - 12 | | | |
| (H)I | 11 - 12 | | | |
| II | | | | |
| | 11 - 12 | | | |
| Physics | | | | |
| | 10 - 12 | | | |
| Astro Science | | | | |
| | 10 - 12 | | | |
| Oceanography | | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Animal Kingdom | Insects | Students will collect and display various insects for study and identification. |
| Earth Science | 8 | Rocks | Types of Rocks | Students will collect and display various rocks for study and identification. |
| Biology I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Plant Kingdom | Plant Types | Students will collect and display various plants for identification and study. |
| Physical Science | 9 - 12 | Machines | Types of simple machines | Students will build and display a simple machine and explain how it works. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Crystals | Growth of Crystals | Students will grow crystals in lab. |
| Physics | 11 - 12 | Light | Strobe Lights | Students will build a strobe light and demonstrate how it works. |
| Astro Science | 10 - 12 | Rocketry | Rocket Production | Students will build a small rocket. |
| Oceanography | 10 - 12 | Aquarium Life | Care of Aquarium | Students will set up and maintain a salt water aquarium. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Microscope Use | How to Use a Microscope | Students will learn appropriate methods for equipment use such as microscopes, hot plates, computers, and so forth. |
| Earth Science | 8 | Weights and Measures | Measurements | Students will learn to use a balance scale. |
| Biology I<br>(H) I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Microscopes | Use of Microscopes | Students will learn how to use a microscope by observing lab specimens. |
| Physical Science | 9 - 12 | Currents | Open and Closed Circuits | Students will build a circuit and demonstrate what happens to current when the circuit is opened and closed. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Chemistry I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Heat | Effects of Heat on Chemicals | Students will identify chemicals by their color when heat is applied. |
| Physics | 11 - 12 | Newton's Law of Motion | Effects of Motion | Students will determine the effects of motion on lab objects. |
| Astro Science | 10 - 12 | Winds | Effects of Wind | Students will determine the effects of winds on aircraft. |
| Oceanography | 10 - 12 | Salinity | Salt Content in Water | Students will learn how to measure and interpret salinity levels. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Muscular System | Students will identify types of muscles and learn names of major muscles in body. |
| Earth Science | 8 | Volcanoes | Effects of Volcanic Ash | Students will learn how volcanic eruptions alter weather patterns and affect crops. |
| Biology I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Circulatory System | Students will identify parts of the circulatory system and explain it's function. |
| Physical Science | 9 - 12 | Atoms | Parts of Atoms | Students will identify atomic parts and learn how they balance an atom. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Measurements | Determine length, mass, volume | Students will learn how to measure lab specimens and interpret data. |
| Physics | 11 - 12 | Light | Refraction | Students will learn how refraction affects light. |
| Astro Science | 10 - 12 | Clouds | Types of Clouds | Students will identify clouds and explain what they indicate to a pilot. |
| Oceanography | 10 - 12 | Storms | Types of Storms | Students will identify types of storms and explain their effects on coastlines. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Plant Kingdom | Plant Parts | Students will identify plant parts and relate the function of each. |
| Earth Science | 8 | Soil | Soil Types | Students will identify types of soil and what minerals are in each. |
| Biology I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Genetics | Dominant and Recessive Traits | Students will use a Punnett Square to determine dominance/recessiveness of traits. |
| Physical Science | 9 - 12 | Heat | Uses of Heat | Students will determine efficient ways to use heat. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Energy Levels | Sublevels and Orbitals | Students will learn the energy sublevels and orbitals found in atoms. |
| Physics | 11 - 12 | Temperature and Heat | Effects of Temperature and Heat | Students will observe the effects of heat and temperature on lab specimens. |
| Astro Science | 10 - 12 | Solar Systems | Components of a Solar System | Students will identify parts of a solar system. |
| Oceanography | 10 - 12 | Ocean Life | Coral Reefs | Students will identify types of coral and learn the effects of pollutants on them. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Bacteria | Harmful Bacteria | Students will identify ways bacteria are harmful and determine ways to prevent disease. |
| Earth Science | 8 | Magnetism | Use of Magnets | Students will demonstrate ability to use magnets and explain repulsion and attraction of poles. |
| Biology I<br>(H) I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Kingdom Monera | Effects of bacteria | Students will determine if bacteria are harmful or helpful and discuss ways to reduce harmful effects. |
| Physical Science | 9 - 12 | Matter | Classes of Matter | Students will identify matter as a solid, liquid or a gas. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>(H) I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Bonds | Covalent Bonds | Students will identify covalent bonds and determine their effect on molecules. |
| Physics | 11 - 12 | Structure of Matter | Solids, Liquids, and Gases | Students will identify matter as either a solid, liquid, or a gas. |
| Astro Science | 10 - 12 | Flight Patterns | Select Flight Plan | Students will file a flight plan. |
| Oceanography | 10 - 12 | Atolls | Creation of Coral - Reef Islands | Students will learn how some islands were created by coral. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Viruses | Diseases Caused by Viruses | Students will identify common diseases transmitted by a virus. |
| Earth Science | 8 | Magnets | Magnetism | Students will explain how magnetism affects our planet. |
| Biology I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Immune System | Students will identify parts of the immune system and explain how it destroys germs. |
| Physical Science | 9 - 12 | Light and It's Uses | Uses of Light | Students will identify sources of light and determine how it is used. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Scientific Measurements | Measurements | Students will demonstrate ability to measure lab specimens and interpret data. |
| Physics | 11 - 12 | Work, Machines, and Power | Simple Machines | Students will demonstrate how simple machines work and identify how they help us do work. |
| Astro Science | 10 - 12 | Stars | Constellations | Students will identify constellations from star charts. |
| Oceanography | 10 - 12 | Oceans | Major Seas and Oceans | Students will locate and identify the oceans and major seas on a map. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Scientific Method | Learn Steps of Scientific Method | Students will work lab problems on measurements using the steps in scientific method. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills information

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Career Study | Students will learn about new skills and developments in the various scientific fields,(e.g., Biology, Earth Science/Physical Science/etc..). |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Body Defenses | Students will identify defenses against diseases and explain how each functions to prevent illness. |
| Earth Science | 8 | Rivers | Pollution of Rivers | Students will be able to identify and locate major rivers and explain the effects on local environments if pollutants are dumped in them. |
| Biology I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Vision and the Eye | Students will learn how vision changes and how vision can be corrected. Students will identify parts of the eye and explain each's function. |
| Physical Science | 9 - 12 | Families of Elements | Identification of Element Groups | Students will be able to identify and classify elements into family groups. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>(H)I<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Acids and Bases | Identification of Acids and Bases | Students will be able to identify lab materials as an acid or a base. |
| Physics | 11 - 12 | Velocity | Problems with Velocity | Students will be able to work lab problems that deal with the effects of velocity. |
| Astro Science | 10 - 12 | Heat | Effects of Heat on Aircraft | Students will be able to determine which materials are best suited for aircraft construction. |
| Oceanography | 10 - 12 | Pollutants | Oil Spills | Students will determine what effects oil has on ocean life. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Safety | Safety Rules | Students will learn and follow safety rules for lab and class work. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Lab Safety | Safety Rules | Students will learn how to respond to a lab emergency and how to treat injuries. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H) I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H) I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Safety | Safety Rules | Students will learn good health habits for cleanliness and what is appropriate to wear in lab settings. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Safety | Lab Safety | Students will demonstrate acquired knowledge of safe attire for science work by dressing sensibly and by wearing necessary safety clothing as needed. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Career Study | Students will learn about summer career/study opportunities and apply for jobs. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Career Study | Students will demonstrate interviewing skills by role-playing a job interview in class. The students will demonstrate their job related knowledge and skills. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H) I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H) I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Career Study | Students will research science related jobs. Students will write a resume reflecting their interest and skills for a job in that area of science. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Careers | Science Careers | Students will select a science related job, research the skills needed, and demonstrate for the class these skills in order to prepare for the job interview. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Careers | Science Careers | Students will select a science related career and write a letter requesting an application and an interview for that job. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H) I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H) I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Science Careers | Students will select a career in a science-related area and write a list of 3-5 references who can help supply employers with evaluations about the student's capabilities in the field. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Science Careers | Students will fill out applications for a social security card in class and then return them to the social security office for processing. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Career Opportunities | Students will study career opportunities in all areas of science and determine which are of special interest to them. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Science Careers | Students will research and report on a science related career to the class. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Science Careers | Students will determine what high school classes are needed for college admissions or job training. Students will then write a simple degree plan for college study in a science area. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Careers | Science Careers | Students will research science careers and determine what skills will be tested by potential employers. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| (H)I | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physics | 11 - 12 | | | |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Animal/Human System | Reproduction, Digestion and Excretion | Students will be responsible for following laboratory rules, classroom procedures and display maturity in discussions. |
| Earth Science | 8 | Solar Systems | Uranus | Students will display maturity and responsibility during discussions and laboratory work. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Body System | Human Reproduction | Students will display maturity and responsibility during laboratory work and discussions. |
| Physical Science | 9 - 12 | Magnetism | Earth as a Magnet | Students will demonstrate appropriate behavior during laboratory. |
| Chemical - I<br>I<br>(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Acids/Bases | PH Level | Students will demonstrate maturity during laboratory and display caution when using hazardous materials. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Electricity and Magnetism | Conductors/Non-conductors, Poles and Attraction | Students will demonstrate appropriate behavior during laboratory activities on electricity and magnetism. |
| Astro Science | 10 - 12 | Rocketry | Construct and Launch a Rocket | Students will practice safety procedures during rocketry laboratory. |
| Oceanography | 10 - 12 | Waves | Measure and Identify Waves | Students will display maturity during laboratory procedures. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Angiosperms | Plants with Flowers | Students will work in groups to do assigned laboratory. Students will plant, grow, and identify types of angiosperms. |
| Earth Science | 8 | Weather | Record and Identify Wind Types | Students will work as teams to record wind velocities and identify wind types. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Genetics | Identify Inherited Traits | Students will work in teams to compile family phenotypes and analyze collected information. |
| Physical Science | 9 - 12 | Machines | Simple Machines | Students will work in teams to identify various parts of commonly used items as simple machines. |
| Chemical - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Acids/Bases | Identify Various Household Items By Ph Level | Students will test and analyze information about materials commonly used and identify them as acid or base. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Newton's Laws | Test and Analyze the Theories Behind the Laws | Students will work as teams to test, analyze, and explain Newton's Laws. |
| Astro Science | 10 - 12 | Weather | Weather Symbols | Students will learn to identify weather map symbols. |
| Oceanography | 10 - 12 | Tides | Tidal Levels | Students will identify types of tides and explain how they affect the environment of the coast line and the animals in the ocean. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Plants | Observe and Identify Plants From Algae to Angiosperms | Students will work in teams to identify types of plants. |
| Earth Science | 8 | Weather | Predict Weather from Observation | Students will form weather forecaster teams and predict local weather. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Five Kingdoms | Identify and Categorize Organisms Into Five Kingdoms | Students will work in teams to identify various organisms. |
| Physical Science | 9 - 12 | Electricity | Circuits and Conductors | Students will work in teams to identify conductors. They will construct a simple circuit. |
| Chemical - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Atomic Structure | Atomic Models | Students will work in teams to learn parts of an atom and to build models of atoms. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as member of a team

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Velocity | Learn How Gravity Works On Falling Objects | Students will work as teams to construct a protective carrier that will protect an egg that will be dropped from a 100 foot height. |
| Astro Science | 10 - 12 | Flight Plans | Learn How To Write A Flight Plan | Students will work as teams to design an appropriate flight plan to a designated spot. |
| Oceanography | 10 - 12 | Salinity | Learn How To Determine Appropriate Amounts of Salinity To Sustain Sea Life | Students will work in laboratory teams to test for saline levels. They will then maintain a salt-water aquarium. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Diseases | Contagious Diseases | Students will work in teams to study, identify, and report on assigned diseases. |
| Earth Science | 8 | Forces | Weight and Mass | Students will work in laboratory teams to do laboratory experiments on measuring weight and mass. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Mammals | Pig Anatomy | Students will work in laboratory teams to dissect, observe, identify and collect data about pig anatomy and physiology. |
| Physical Science | 9 - 12 | Motion | Speed, Velocity, Acceleration, and Momentum | Students will work in laboratory teams to complete laboratory experiments on motion. |
| Chemical - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Solids | Crystals | Students will work with laboratory partners to analyze and identify crystals and their properties. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Light | Sources of Light | Students will work as teams to identify sources of light and analyze it's effects. |
| Astro Science | 10 - 12 | Clouds | Cloud Types | Students will work in teams to observe, identify, and record findings about cloud types and formations. |
| Oceanography | 10 - 12 | Currents | Effects of Currents on Sea Life | Students will work in teams to learn the types of currents and their effects on animals and plants in an area. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Body System | Body System | Students will work as a cooperative group on assigned projects and present materials for a group grade. |
| Earth Science | 8 | Resources Renewable/Non-Renewable | Obtain and Use Resources | |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Five Kingdoms | Research a Kingdom | |
| Physical Science | 9 - 12 | Conservation and Alternative Energy Resources | Alternative Energy Sources | |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Organic Compounds | Formulas, and Draw Structures | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Newton's Laws | Demonstrate One of Newton's Laws | Students will work as a cooperative group on assigned projects and present materials for a group grade. |
| Astro Science | 10 - 12 | Scientists | Famous Scientists | |
| Oceanography | 10 - 12 | Waves | Wave Types | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Digestion | Students will work in teams, to build and form random parts of a model of the human digestive system. |
| Earth Science | 8 | Electric Charges | Static Electricity | Students will work in teams to identify sources of static electricity. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Genetics | Boy or girl - How Sex Is Determined. | Students will work in laboratory teams to figure out the probability of a child being male or female, and construct a chromosome analysis to reflect the findings. |
| Physical Science | 9 - 12 | Light | How You See | Students will work in laboratory teams to dissect and analyze a pig's eye ball. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Matter | Physical and Chemical Properties of Matter | Students will work in laboratory teams to identify the physical properties of certain types of matter and analyze their chemical components. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Motion | Momentum | Students will work in laboratory teams to determine the effects of momentum on objects. |
| Astro Science | 10 - 12 | Rocketry | Construct a Rocket | Students will work in laboratory teams to build a rocket. They will keep a record of how it was constructed. They will launch rocket. |
| Oceanography | 10 - 12 | Sea Life | Ocean Organisms | Students will work in teams to identify various sea organisms and establish what their environmental needs are. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Muscles and Bones | Students will work in pairs to learn the names of bones, joints and muscles. |
| Earth Science | 8 | Satellites | Identification of Satellites and Their Effect on Planets. | Students will work as teams to identify satellites of various planets and discuss how they affect the planet. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Endocrine System | Students will work in pairs while studying an assigned human hormone to tell it's effects on the body. |
| Physical Science | 9 - 12 | Families of Elements | Properties of Metals and Nonmetals | Students will work in laboratory teams to identify metals from nonmetals. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Measuring and Calculating | Learn the SI System Components and How to Measure Mass and Weight | Students will work in teams to learn the parts of the international system of measurements and to conduct laboratory experiments on mass and weight. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | The Periodic Law | Using the Periodic Table | Students will work in established groups to identify the areas and parts of the periodic table. |
| Astro Science | 10 - 12 | Temperature | Weather Patterns | Students will work in groups to establish the effects of temperature. |
| Oceanography | 10 - 12 | Oceans Habitats | Components that Make-up an Ocean Habitat | Students will work in groups to determine what organisms and control mechanisms make-up an ocean habitat. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Nervous System | Students will work in groups to determine the parts of the human nervous system, determine their functions and explain effect on sensory perception. |
| Earth Science | 8 | Land Masses | Volcanoes | Students will work in groups to build a volcano and report on how it works. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Endocrine System | Students will learn the parts of the endocrine system, how they work, and how they affect humans. |
| Physical Science | 9 - 12 | Atoms and Bonding | Covalent Bonds | Students will work with laboratory groups to learn what causes various types of bonds. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Chemical Formulas | Naming Compounds | Students will work in laboratory groups to analyze data on compounds. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Gases | Boyle's Law | Students will work in laboratory groups to analyze data on Boyle's Law. |
| Astro Science | 10 - 12 | Energy | Alternative Energy Sources | Students will work with laboratory groups to research and report on alternative energy sources. |
| Oceanography | 10 - 12 | Waves | Wave Types | Students will work with laboratory groups to learn wave types. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Nutrition | Students will work in groups to identify materials on food labels and research their nutritional value. |
| Earth Science | 8 | Land Forms | Continental Drift Theory | Students will report on the theory that established how land masses formed and separated. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Kingdoms | Taxonomy | Students will learn the subdivisions of Kingdoms and how to classify organisms in laboratory. |
| Physical Science | 9 - 12 | Solution Chemistry | Acids and Bases | Students will test various materials to determine Ph levels. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Oxidation-Reduction | Oxidation | Students will do assigned laboratory experiments on oxidation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Nuclear Physics | Detecting and Measuring Radio Activity | Students will do assigned laboratory work on detecting and measuring radio activity levels. |
| Astro Science | 10 - 12 | Astronomy | Stars | Students will study star charts and learn various constellations. |
| Oceanography | 10 - 12 | Coral Reefs | Atoll Formation | Students will research how atolls form and make a map of location. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Stress | Stress Management | Students will discuss the external and internal causes of stress and how to manage it effectively. |
| Earth Science | 8 | Rocks | Types of Rocks | Students will report on various types of rocks and explain their formation process. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Genetics | Inherited Diseases and Disorders | Students will report on types of inherited diseases and disorders. |
| Physical Science | 9 - 12 | Heat Energy | Measuring Heat | Students will conduct laboratory experiments on heat measurement. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Gases | Applying Boyle's Law | Students will report results of laboratory analyses on Boyle's Law. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Kinetic Theory | Pressure | Students will report on and explain effects of pressure after analyzing laboratory data. |
| Astro Science | 10 - 12 | Wind | Wind Effects | Students will explain the effects of winds on various types of airplanes. |
| Oceanography | 10 - 12 | Currents | Types of Currents | Students will report on the types of currents and their effects on the coast line. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Genetics | Human Inheritance | Students will be able to identify inherited traits and discuss the traits they inherited such as hair and eye color. |
| Earth Science | 8 | Planets | Planets Located in Milky Way | Students will be able to name the planets of our solar system and discuss critical attributes of each planet. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Mammals | Three types of Mammals | Students will be able to identify mammals as marsupial, monatemes, or placentalis and discuss characteristics of each group. |
| Physical Science | 9 - 12 | Solutions | Water | Students will be able to identify components of water and discuss the uses of water. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Careers | Career in Chemistry | Students will discuss careers in chemistry and report on research findings. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Measuring and Calculating | Mass and Weight | Students will discuss laboratory results from working with masses and weights. They will explain use of scales. |
| Astro Science | 10 - 12 | Careers | Careers in Astro Science | Students will discuss career options available in astro science. |
| Oceanography | 10 - 12 | Organisms in the Ocean | Harvesting the Ocean | Students will discuss what materials and organisms are used by man and taken from the ocean. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Plants | Flowers | Students will identify parts of a flower and be able to discuss the importance of flowers. |
| Earth Science | 8 | Soil | Characteristics of Soil | Students will be able to discuss and identify characteristics of soil types. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Animal Kingdom | Major Group of Animals | The students will be able to identify various types of animals and discuss characteristics of each type. |
| Physical Science | 9 - 12 | Work, Power, and Simple Machine | Machine | Student will discuss the advantages of using machines for making work easier. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Atomic Structure | Spectroscopy | Students will discuss laboratory results from burning certain elements. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Heat | Measuring Heat | The students will be able to read and interpret laboratory data about heat and it's measurement. |
| Astro Science | 10 - 12 | Climate | Storms | The students will be able to discuss types of storms, what triggers them, and how they can affect local weather patterns. |
| Oceanography | 10 - 12 | Land Masses | Continental Drift Theory | The students will be able to discuss and explain the ideas behind the continental drift theory. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Plants | Flowers | Students will identify parts of a flower and be able to discuss the importance of flowers. |
| Earth Science | 8 | Soil | Soil Characteristics | Students will be able to discuss characteristics of soil types and recognize them. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Animal Kingdom | Major Groups of Animals | The students will be able to identify various groups of animals and discuss characteristics of each group. |
| Physical Science | 9 - 12 | Work, Power, and Simple Machine | Machine | Students will discuss the advantages of using machines for making work easier. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Atomic Structure | Spectroscopy | Students will discuss laboratory results from burning certain elements. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Heat | Measuring Heat | The students will be able to read and interpret laboratory data about heat and it's measurement. |
| Astro Science | 10 - 12 | Climate | Storms | The students will be able to discuss types of storms, what triggers them, and how they can affect local weather patterns. |
| Oceanography | 10 - 12 | Land Masses | Continental Drift Theory | The students will be able to discuss and explain the ideas behind the continental drift theory. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Digestive System. | Students will be able to trace the path of food from the mouth to the anus and be able to discuss the chemical effects on food as it passes from one area to the other. |
| Earth Science | 8 | Weather | Clouds | Students will be able to identify various cloud formations. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Enzymes and Digestion | Students will be able to trace food through the alimentary canal and relate how enzymes affect different foods. |
| Physical Science | 9 - 12 | Magnetism | Explanation of Magnetism | Students will be able to explain how magnetism works. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Periodic Table | Metals and Nonmetals | Students will be able to identify elements as metals and nonmetals by using the periodic table. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Molecular Structure | Isomers | Students will be able to identify isomers of carbon. |
| Astro Science | 10 - 12 | Land Masses | Mountains and Weather | Students will be able to identify potentially hazardous weather formations found in mountain areas. |
| Oceanography | 10 - 12 | Plate Tectonics | Continental Drift | Students will be able to explain the ideas that helped in the formation of the continental drift theory. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Body | Digestive System | Students will be able to trace the path of food from the mouth to the anus and be able to discuss the chemical effects on food as it passes from one area to the other. |
| Earth Science | 8 | Weather | Clouds | Students will be able to identify various cloud formations. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Enzymes and Digestion | Students will be able to trace food through the alimentary canal and relate how enzymes affect different foods. |
| Physical Science | 9 - 12 | Magnetism | Explanation of Magnetism | Students will be able to explain how magnetism works. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Periodic Table | Metals and Nonmetals | Students will be able to identify elements as metals and nonmetals by using the periodic table. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Molecular Structure | Isomers | Students will be able to identify isomers of carbon. |
| Astro Science | 10 - 12 | Land Masses | Mountains and Weather | Students will be able to identify potentially hazardous weather formations found in mountain areas. |
| Oceanography | 10 - 12 | Plate Tectonics | Continental Drift | Students will be able to explain the ideas that helped in the formation of the continental drift theory. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Kingdoms | Observe and Study Animals at the Zoo | Students will be able to identify specific animal's traits after their trip to a local zoo. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Kingdoms | Observe and Study Animals at the Zoo | Students will be able to identify specific animal's traits after their trip to a local zoo. |
| Earth Science | 8 | Rocks | Observe and Identify Rocks From a Local Quarry | Students will be able to identify rocks after their trip to a local rock quarry. |
| Physical Science | 9 - 12 | Nuclear Chemistry | Observe and Identify Parts of a Nuclear Reactor | Students will be able to identify parts of a reactor and explain how they work after a trip to the local nuclear facility. |
| Chemistry - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Nuclear Chemistry | Observe and Identify Parts of a Nuclear Reactor | Students will be able to identify parts of a reactor and explain how they work after a trip to the local nuclear facility. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Nuclear Chemistry | Observe and Identify Parts of a Nuclear Reactor | Students will be able to identify parts of a reactor and explain how they work after a trip to the local nuclear facility. |
| Astro Science | 10 - 12 | Flight Patterns | File a Flight Plan and Take a Short Trip | Students will be able to file a flight plan and relate their experiences in flight after a trip to the local airport. |
| Oceanography | 10 - 12 | Marine Life | Observe and Identify Marine Organisms | Students will be able to identify various sea animals and plants after a trip to the aquarium. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Human Development | Inherited Traits | Students will be able to identify inherited traits such as hair and eye color. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Development | Inherited Traits | Students will be able to identify inherited traits such as hair and eye color. |
| Earth Science | 8 | Waves | Types of Waves | Students will be able to identify wave types, discuss effects of each and explain differences. |
| Physical Science | 9 - 12 | Forces in Fluids | Buoyancy | Students will be able to discuss buoyancy and how it differs between objects and people. |
| Chemistry - I<br>I (H)<br>II | 11 - 12 | Chemical Formulas | Symbols | Students will be able to recognize and identify various elements by their symbols. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Energy | Alternative Energy Sources | Students will be able to discuss alternative energy sources. |
| Astro Science | 10 - 12 | Constellations | Star Patterns | Students will be able to recognize star patterns from star maps. |
| Oceanography | 10 - 12 | Tides | Types of Tides | Students will be able to explain the differences between types of tides and how they affect coastal lines. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked (i.e., name, address, phone number, social security number)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Kingdoms | Observe and Study Animals at the Zoo | Students will be able to identify specific animal's traits after their trip to a local zoo. |
| Biology - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | | | |
| Earth Science | 8 | Rocks | Observe and Identify Rocks From a Local Quarry | Students will be able to identify rocks after their trip to a local rock quarry. |
| Physical Science | 9 - 12 | Nuclear Chemistry | Observe and Identify Parts of a Nuclear Reactor | Students will be able to identify parts of a reactor and explain how they work after a trip to the local nuclear facility. |
| Chemistry - I<br>I (H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked (i.e., name, address, phone number, social security number)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Nuclear Chemistry | Observe and Identify Parts of a Nuclear Reactor | Students will be able to identify parts of a reactor and explain how they work after a trip to the local nuclear facility. |
| Astro Science | 10 - 12 | Flight Patterns | File a Flight Plan and Take a Short Trip | Students will be able to file a flight plan and relate their experiences in flight after a trip to the local airport. |
| Oceanography | 10 - 12 | Marine Life | Observe and Identify Marine Organisms | Students will be able to identify various sea animals and plants after a trip to the aquarium. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street number

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Safety | Safety Regulations for Laboratory Activities | Students will learn to follow directions, safety rules, and class rules. |
| Earth Science | 8 | | | |
| Biology - I | 9 - 12 | | | |
| I (H) | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry - I | 9 - 12 | | | |
| I (H) | 9 - 12 | | | |
| II | 11 - 12 | | | |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Safety | Safety Regulations for Laboratory Activities | Students will learn to follow directions, safety rules, and class rules. |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 108 Transition Skill Title: Use public transportation (e.g., bus, taxi)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Kingdoms | Observe and Study Animals at the Zoo | Students will be able to identify specific animal's traits after their trip to a local zoo. |
| Biology - I | 9 - 12 | | | |
| I (H) | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Earth Science | 8 | Rocks | Observe and Identify Rocks From a Local Quarry | Students will be able to identify rocks after their trip to a local rock quarry. |
| Physical Science | 9 - 12 | Nuclear Chemistry | Observe and Identify Parts of a Nuclear Reactor | Students will be able to identify parts of a reactor and explain how they work after a trip to the local nuclear facility. |
| Chemistry - I | 9 - 12 | | | |
| I (H) | 9 - 12 | | | |
| II | 11 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 108 Transition Skill Title: Use public transportation

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Nuclear Chemistry | Observe and identify parts of a nuclear reactor. | Students will be able to identify parts of a reactor and explain how they work after trip to the local nuclear facility. |
| Astro Science | 10 - 12 | Flight Patterns | File a Flight Plan and Take a Short Trip | Students will be able to file a flight plan and relate their experiences in flight after a trip to the local airport. |
| Oceanography | 10 - 12 | Marine Life | Observe and Identify Marine Organisms | Students will be able to identify various sea animals and plants after a trip to the aquarium. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Plan Menu Around the Basic Food Groups | Students will be able to identify the food groups and select appropriate nutrition meals. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Human Body | Digestion and Nutrition | Students will be able to trace food from beginning of digestive system to the end and select foods for a balanced diet. |
| Earth Science | 8 | Minerals | Learn Minerals Found in Human Body | Students will acquire an understanding of the necessity of minerals for a balanced diet. |
| Physical Science | 9 - 12 | Energy | Caloric Breakdown | Students will learn which foods provide the highest energy levels. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Elements | Minerals | Students will be able to select foods rich in specific minerals. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Work | Application of Caloric Intake to Energy Output | Students will gain an understanding of how work requires energy. |
| Astro Science | 10 - 12 | Space Travel | Astronaut Diet | Students will learn what food types are used by astronauts. |
| Oceanography | 10 - 12 | Oceanography | Farming the Oceans | Students will learn what foods can be obtained from the oceans. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Plan Menu Around the Basic Food Groups | Students will be able to identify the food groups and select appropriate nutritious meals. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Nutrition | Diet and the Food Groups | Students will be able to select nutritious foods by reading food labels. |
| Earth Science | 8 | Minerals | Learn Minerals Found in the Human Body | Students will acquire an understanding of the necessity of minerals for a balanced diet. |
| Physical Science | 9 - 12 | Energy | Caloric Breakdown | Students will learn which foods provide the highest energy levels. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Periodic Chart | Identify Minerals | Students will be able to identify vital minerals for good health. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Work | Application of Caloric Intake to Energy Output | Students will gain an understanding of how work requires energy. |
| Astro Science | 10 - 12 | Space Travel | Astronaut Diet | Students will learn what food types are used by astronauts. |
| Oceanography | 10 - 12 | Oceanography | Farming the Oceans | Students will learn what foods can be obtained from the oceans. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Plan Menu Around the Basic Food Groups | Students will be able to identify the food groups and select appropriate nutritious meals. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Nutrition | Diet and Health | Students will be able to identify the food groups and select healthy foods for a meal. |
| Earth Science | 8 | Minerals | Learn Minerals Found in the Human Body | Students will acquire an understanding of the necessity of minerals for a balanced diet. |
| Physical Science | 9 - 12 | Energy | Caloric Breakdown | Students will learn which foods provide the highest energy levels. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Minerals | Minerals Needed by the Human Body | Students will be able to identify which minerals are vital and select appropriate mineral rich foods. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Work | Application of Caloric Intake to Energy Output | Students will gain an understanding of how work requires energy. |
| Astro Science | 10 - 12 | Space Travel | Astronaut Diet | Students will learn what food types are used by astronauts. |
| Oceanography | 10 - 12 | Oceanography | Farming the Oceans | Students will learn what foods can be obtained from the oceans. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Plan Menu Around the Basic Food Groups | Students will be able to identify the food groups and select appropriate nutritious meals. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Microbiology | Microbes and Materials | Students will be able to identify materials available due to microbes and explain their effects on leather, silk, cotton, etc. |
| Earth Science | 8 | Minerals | Learn Minerals Found in the Human Body | Students will acquire an understanding of the necessity of minerals for a balanced diet. |
| Physical Science | 9 - 12 | Energy | Caloric Breakdown | Students will learn which foods provide the highest energy levels. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Chemical Processes | Production of New Materials | Students will learn which materials are natural fibers and which are man-made. They will be able to explain how chemical assist in man-made product development. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Work | Application of Caloric Intake to Energy Output | Students will gain an understanding of how work requires energy. |
| Astro Science | 10 - 12 | Space Travel | Astronaut Diet | Students will learn what food types are used by astronauts. |
| Oceanography | 10 - 12 | Oceanography | Farming the Oceans | Students will learn what foods can be obtained from the oceans. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Bacteria | Lab Activity in Bacteria Growth | Students will determine the ability of various soaps to kill germs. |
| Earth Science | 8 | Water | Water Pollution Activities | Students will determine which soaps are biodegradable and work best in various water types. |
| Oceanography | 10 - 12 | Water | Effects of Cleaners on Sea Water | Students will determine which soaps are biodegradable and less likely to harm sea organisms. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Essential Elements of Life | Breaking Up Protein Compounds | Students will determine which soaps best remove biological stains such as blood, grass, juice. |
| Physical Science | 9 - 12 | Compounds | Identify and Chart Compounds and Elements | Students will learn what chemicals combine to make various soaps. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Acids and Bases | Learn Ph Levels in Lab Work | Students will learn the Ph Levels of various soaps. |
| Physics | 11 - 12 | Heat and Temperature | Lab - Cleaning Power Comparison between Soaps at Various Temperatures | Students will learn the effects of various temperatures on the cleansing capability of various soaps. |
| Astro Science | 10 - 12 | Space | Equipment Needed for Space Labs | Students will study the use of various commercial products used on space lab. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Bacteria | Lab Activity in Bacteria Growth | Students will determine the ability of various soaps to kill germs. |
| Earth Science | 8 | Water | Water Pollution Activities | Students will determine which soaps are biodegradable and work best in various water types. |
| Oceanography | 10 - 12 | Water | Pollutants | Students will learn which products are biodegradable and less likely to pollute sea water. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Essential Elements of Life | Breaking Up Protein Compounds | Students will determine which soaps best remove biological stains such as blood, grass, juice. |
| Physical Science | 9 - 12 | Compounds | Identify and Chart Compounds and Elements | Students will learn what chemicals combine to make various soaps. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Acids and Bases | Learn Ph Levels in Lab Work | Students will learn the Ph Levels of various soaps. |
| Physics | 11 - 12 | Heat and Temperature | Lab - Cleaning Power Comparison between Soaps at Various Temperatures | Students will learn the effects of various temperatures on the cleaning capability of various soaps. |
| Astro Science | 10 - 12 | Space | Equipment Needed for Space Labs | Students will study the use of various commercial products used on space lab. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Bacteria | Lab Activity in Bacteria Growth | Students will determine the ability of various soaps to kill germs. |
| Earth Science | 8 | Water | Water Pollution Activities | Students will determine which soaps are biodegradable and work best in various water types. |
| Oceanography | 10 - 12 | Currents | Effects on Human Body | Students will learn how waves and currents can affect the body's equilibrium and how to treat motion sickness. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Essential Elements of Life | Breaking Up Protein Compounds | Students will determine which soaps best remove biological stains such as blood, grass, juice. |
| Physical Science | 9 - 12 | Compounds | Identify and Chart Compounds and Elements | Students will learn what chemicals combine to make various soaps. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Acids and Bases | Learn Ph Levels in Lab Work | Students will learn the Ph Levels of various soaps. |
| Physics | 11 - 12 | Heat and Temperature | Lab - Cleaning Power Comparison between Soaps at Various Temperatures. | Students will learn the effects of various temperatures on the cleaning capability of various soaps. |
| Astro Science | 10 - 12 | Space | Equipment Needed for Space Labs | Students will study the use of various commercial products used on space lab. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Plants | Grow and Care for Plants | Students will, as a cooperative learning project, set up a green house to grow plants and vegetables to sell. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Plants | Environments | Students will set up small gardens, greenhouses, or terrariums in order to grow plants. They will purchase the materials and market them for sale. |
| Earth Science | 8 | Soils | Soils that Promote Plant Growth | Students will join the students in life science and supply the soils and minerals for the plants. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Minerals | Soil Minerals | Students will purchase various fertilizers, determine each's content, and determine which is most effective. |
| Oceanography | 10 - 12 | Fertilizers | Effects of Fertilizers on Oceans | Students will determine what happens to organisms that have been exposed to fertilizers. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physical Science | 9 - 12 | Energy | Alternative Energy Sources | Students will work with students in Life and Earth Science class to supply the energy for the greenhouse. |
| Physics | 11 - 12 | Energy | Alternative Energy Sources | Students will work with physical science students to determine which energy source will work best in the greenhouse. |
| Astro Science | 10 - 12 | Climate | Climate to Effectively Grow Plants | Students will work on climate control in the school's greenhouse. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Plants | Grow and Care for Plants | Students will as a cooperative learning project set up a green house to grow plants and vegetables to sell. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Animals | Mammals | Students will raise and care for gerbils to sell to local pet stores. |
| Earth Science | 8 | Soils | Soils that Promote Plant Growth | Students will join the students in life science and supply the soils and minerals for the plants. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Minerals | Minerals Needed for Plant Growth | Students will determine which minerals are needed to grow healthy plants and supply them to the greenhouse. |
| Oceanography | 10 - 12 | Water | Removal of salt to make water Potable | Students will determine the expense needed to remove salt from water. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physical Science | 9 - 12 | Energy | Alternative Energy Sources | Students will work with students in Life and Earth Science class to supply the energy for the greenhouse. |
| Physics | 11 - 12 | Energy | Alternative Energy Sources | Students will determine which energy source is most economical. |
| Astro Science | 10 - 12 | Climate | Climate to Effectively Grow Plants | Students will work on climate control in the school's greenhouse. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Plants | Grow and Care for Plants | Students will as a cooperative learning project set up a green house to grow plants and vegetables to sell. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Plants | Growth and Care of Plants | Students will, as a cooperative learning project, set up a green house to grow plants to sell. |
| Earth Science | 8 | Soils | Soils that Promote Plant Growth | Students will join the students in life science and supply the soils and minerals for the plants. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Crystals | Growth of Crystals | Students will purchase materials needed to grow crystals and sell them. |
| Oceanography | 10 - 12 | Sea Animals | Observe and Identify Animals | Students will set up and pay for a trip to a local sea aquarium to observe animals. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physical Science | 9 - 12 | Energy | Energy Sources such as Wind Power, Hydro Power, and Solar | Students will work with students in Life and Earth Science class to supply the energy for the greenhouse. |
| Physics | 11 - 12 | Light | Light Sources | Students will determine the best light sources for the greenhouse, purchase, build, and monitor the lighting equipment. |
| Astro Science | 10 - 12 | Climate | Climate to Effectively Grow Plants | Students will work on climate control in the school's greenhouse. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Lab Safety | Rules and Procedures | Students will learn first aid procedures. |
| Earth Science | 8 | | | |
| Biology I | 9 - 12 | | | |
| I(H) | 9 - 12 | | | |
| II | 11 - 12 | | | |
| Physical Science | 9 - 12 | | | |
| Chemistry I | 9 - 12 | | | |
| I(H) | 9 - 12 | | | |
| II | 11 - 12 | | | |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situation

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Lab Safety | Rules and Procedures | Students will learn first aid procedures. |
| Astro Science | 10 - 12 | | | |
| Oceanography | 10 - 12 | | | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Animal Kingdom | Care of Animals | Students will learn how to care for animals. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Animal Kingdom | Endangered Species | Students will visit the local zoo and learn how animals are cared for. |
| Earth Science | 8 | Weather | Build Weather Station | Student will build a weather station. |
| Physical Science | 9 - 12 | Electricity | Production of Electricity | Students will tour the local electric company and compare traditional costs to those of nuclear plants. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Organic Compounds | Minerals and Compounds for Plant Growth | Students will learn how to care for various plants. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Physics | 11 - 12 | Light | Behavior of Light | Students will build a strobe light. |
| Astro Science | 10 - 12 | Stars | Use of Telescopes | Students will observe stars and constellations and report what they observed to the class. |
| Oceanography | 10 - 12 | Coral Reefs | Sea Life in Coral Reef | Students will learn use of scuba/snorkel equipment. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship (e.g., demonstrate knowledge of civil rights and responsibilities; know nature of local, state and federal governments, demonstrate proper voting procedure)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Animal Kingdom | Care of Animals | Students will help establish an "adopt" a zoo animal plan to help care for the animals. |
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Animal Kingdom | Care of Animals | Students will help care for animals left at the local A.S.P.C.A. or pound. |
| Earth Science | 8 | Weather | Warning Signals | Student will learn weather alert codes and help promote safety during drills and alarms. |
| Physical Science | 9 - 12 | Machines | How Machines Work | Students will determine what licenses are needed to use heavy machinery. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Radiation | Effects of Radiation | Students will learn the effects of radiation on the body, determine the government safety guidelines, and promote the safe use of radiation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship (e.g., demonstrate knowledge of civil rights and responsibilities; know nature of local, state and federal governments, demonstrate proper voting procedure)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Physics | 11 - 12 | Radioactivity | Nuclear Plants | Students will tour a nuclear plant and learn about safety procedures being used to safeguard workers and citizens. |
| Astro Science | 10 - 12 | Space Exploration | NASA | Students will learn about the politics behind NASA, the costs, and the future of space travel. |
| Oceanography | 10 - 12 | Pollution | Pollutants | Student will learn why large corporations need federal control to help prevent accidents that can kill sea life. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Food Labels/Contents | Students will learn to read labels on commercial products. |
| Earth Science | 8 | Energy | Cost and Use of Energy Sources | Students will inquire of local utility companies how to reduce bills by conserving energy. |
| Physics | 11 - 12 | | | |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Pharmacology | Types of Drugs | Students will inquire about the production of and quality of "generic" prescriptions versus brand names. |
| Physical Science | 9 - 12 | Conservation | Building Materials | Students will learn conservation methods in purchasing materials for a house. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Taxonomy | Research an Organism | Students will go to library and determine what research materials are available. |
| Astro Science | 10 - 12 | Space | Future Habitats in Space | Students will research the costs of space technology. |
| Oceanography | 10 - 12 | Water | Salinity | Students will research the cost of desalination of water. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Food Labels/Contents | Students will learn to read labels on commercial products. |
| Earth Science | 8 | Energy | Cost and Use of Energy Sources | Students will inquire of local utility companies how to reduce bills by conserving energy. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Pollution | Polluters and Pollutants | Students will determine who is legally responsible for chemical spills and environmental clean-ups. |
| Physics | 11 - 12 | Energy | Energy Sources | Students will learn which alternative energy sources are not effective for their area. |
| Physical Science | 9 - 12 | Conservation | Building Materials | Students will learn conservation methods in purchasing materials for a house. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Taxonomy | Research an Organism | Students will go to library and determine what research materials are available. |
| Astro Science | 10 - 12 | Space | Future Habitats in Space | Students will research the costs of space technology. |
| Oceanography | 10 - 12 | Water | Salinity | Students will research the cost of desalination of water. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment, and emergency services, etc

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Science | 7 | Nutrition | Food Labels/Contents | Students will learn to read labels on commercial products. |
| Earth Science | 8 | Energy | Cost and Use of Energy Sources for Mass Transit | Students will inquire of local transportation companies how to convert to cheaper fuels. |
| Chemistry I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Household Chemicals | Use of Common Chemicals | Students will learn which common household products contain potentially harmful chemicals and how to treat exposure to them. |
| Physics | 11 - 12 | Chemicals | Safe Use of Chemicals | Students will learn how to treat exposure to household chemicals. |
| Physical Science | 9 - 12 | Conservation | Building Materials | Students will learn conservation methods in purchasing materials for a house. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment, and emergency services, etc

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Biology I<br>I(H)<br>II | 9 - 12<br>9 - 12<br>11 - 12 | Taxonomy | Research an Organism | Students will go to library and determine what research materials are available. |
| Astro Science | 10 - 12 | Space | Future Habitats in Space | Students will research the costs of space technology. |
| Oceanography | 10 - 12 | Organisms-Plants | Sea Plants | Students will determine which plants are edible and harvestable for human consumption. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| History | 7 | Constitutional Convention | Formation of Congress | Students will be able to explain the make up of each states' representatives and senators. |
| World History | 9 | Starting a Nation | Constitutional Convention | Locate specific numerals in Bill of Rights. |
| World Geography | 9 | Reviewing Map and Globe Skills | Time Zone | Calculate the times in different countries using time zones. |
| World Geography | 10 | Looking at the World | Understanding Geography Concepts | Temperature/climate, time zones, latitude and longitude, assigning homework (i.e. - do only #1, 3 + 5 on pg. 21), sequencing events, creating a bibliography. |
| American History | 11 | Rebuilding the Nation | Reconstruction | Assigning homework (i.e. - do only #1, 3 + 5 on pg. 21), sequencing events, creating a bibliography, constructing a time-line or chronology. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 12 | Constitutional Convention | Sequencing | Students will list the sequence of events in the Constitutional Convention. |
| American Government | | Civil Rights | First Amendment | Students will list the items found in the First Amendment. |
| Economics | | Taxing | Uses of Taxes | Students will list advantages of taxes. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Map Skills | Measuring Distance | Measuring distance, reading dates, charts, graphs, and time-lines. |
| World History | 9 | Reviewing Map Skills | Using Scale<br>Putting Things in Order<br>Learning From Charts and Graphs | Measuring distance, reading dates,time-lines, charts, and graphs. |
| Geography | 9 - 10 | Looking at the Earth | Grid System<br>Population and Living Styles | Latitude and longitude, demographic study problems, measuring distance and elevation, reading dates, charts, graphs, and time-lines. |
| American History | 11 | The Rise of Industrialism | The Progressives | Chart population movements and patterns of settlement. |
| American Government | 12 | Legislative Branch | Redistricting | Have students redistricting # of congressmen. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Economics | 12 | Supply and Demand | Inflation and Interest Rates | Have students discuss the rate of inflation, regulation of market system, supply and demand, and interest rates. |

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American History | 7 | Constitutional Convention | Formation of Legislative Branch | Students will determine the minimum number of members of Congress from each state. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Map Skills | Distances | Map distances. |
| American History | 8 | Formation of Constitution | Legislative Branch | Legislative bodies. |
| | | | Executive Branch | Popular vote and electoral college. |
| World History | 9 | Our World | Reviewing Map and Globe Skills | Map distance, time zones, measuring elevation, comparisons of land, data bank skills. |
| Geography | 9 - 10 | Looking at the Earth | How Geographers Look at the World | Map distance, time zones, measuring elevation, comparisons of land, data bank skills. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | Severe Trials for Democracy | Election of 1876 | Discuss electorial college and popular vote. |
| American Government | 12 | Executive Branch | Electoral College | Have students discuss the differences between the popular vote and electorial vote. |
| Economics | | Fiscal and Monetary Policy | Interest Rate | Comparison of interest rates over period of time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Geography | 9 - 10 | Growth in People and Products | Population and Lifestyles | Calculate population percentages and GNP percentages. |
| American Government | 12 | Powers of Congress | Redistricting | Calculate the number of congressmen in every state based on state's population. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | Looking at the Earth | Where do People Live? | Population density problems. |
| American Government | 12 | Legislative Branch | Operations of Congress | Finding a quorum; Number survey to satisfy rules of parliamentary procedure (Number of votes needed to pass a motion. |
| Economics | | Comparing economic systems | USSR | Calculate percentage of inflation and gross national product, percent of interest, and equilibrium prices of different countries. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Geography | 9 | Growth in People and Products | Choosing a Place to Live | Demographic study problems and gross national product problems. |
| Geography | 10 | All Units | Population and Lifestyles and the Economy | Demographic study problems, gross national product problems, word problems with distances on maps, comparative distance (i.e. how many miles saved by Panama Canal). |
| American Government | 12 | Basic Principles | Amending the Constitution | Number of states needed for ratification of Amendments. |
| World History |  | Map Skills | Continents | Word problems with distance on maps, and comparative distances (i.e. how many miles saved by Panama Canal). |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Europe in the Middle Ages | A Time of Changes: Farming | Division of fields in feudal times. |
| Geography | | America: The World's Salad Bowl | Immigrants | Calculate immigration percentages. |
| Geography | 10 | Western Europe | History of Europe | Division of fields during feudal times, translate information on graphs or charts into words. |
| American History | 11 | The Nation Moves Toward Isolation | New Restrictions on Immigration | Percentage of ethnic cities in United States, translate information, graphs or charts with words. |
| American Government | 12 | Background to Constitution | Compromises of Constitution | Have students demonstrate how the 3/5 Compromise works if a state has 200,000 slaves. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | Unit I | Gross National Product | Pie graphs comparing gross national products of various nations. |
| Government | 12 | Constitutional Convention | Compromises | Students will add the slaves in states and determine how many representatives that state will have. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | All Units | Population Patterns | Determining fractional parts of populations which are of a certain age, race, or religion. |
| World History | 12 | Middle Ages | Feudalism | Figure out what percent of land belongs to nobles. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Europe in the Middle Ages | A Time of Changes: Farming | Division of fields during feudal times. |
| Geography | | America: The World's Salad Bowl | Immigrants | Calculate immigration percentages. |
| Geography | 10 | Europe (Western) | History of Europe | Division of fields during feudal times, translate information on graphs or charts into words. |
| American History | 11 | Age of Advancement | Minorities in the United States | Percentage of ethnic cities in United States, translate information, graphs or charts into words. |
| American Government | 12 | Background to Constitution | Constitutional Convention | Students will explain how the 3/5 Compromise will work. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 12 | Industrial Revolution | Population Growth | Translate population information on graphs or charts into words. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Land Grants and Settlement of Texas | Buying Land in Texas | Costs of land in colonial Texas. |
| American History | 8 | Pre-Revolution Colonial Period | Continental Dollars | Comparison of English pound to continental dollar - gold standard; cost of slaves. |
| | | Expansion of America | Louisiana Purchase | Students will explain why France sold Louisiana to the United States. |
| Geography | 10 | Far East | Japan's Economy | Gross national product, converting currencies. |
| American History | 11 | The Depression and the New Deal | New Deal Finances | Discuss worth of products during depression and gold standard. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American Government | 12 | Legislative Branch | Powers of Congress | Student will determine the national debt rate per individual in the United States. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Settlement of Texas | Buying Land in Texas | Cost of land in colonial Texas. |
| World History | 9 | Europe in the Middle Ages | A Time of Changes: Farming | Division of fields during feudal times. |
| Geography | | America: The World's Salad Bowl | Immigrants | Calculate immigration percentages. |
| Geography | 10 | Europe (Western) | Economy of the United Kingdom | Gross national product, converting currencies. |
| American History | 11 | Depression and the New Deal | New Deal Finances | Discuss worth of products during depression, gold standard, Seward's folly. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places.

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American Government | 12 | Legislative Branch | Powers of Congress | Student will list the national debt of the United States. |
| Economics | | Fiscal and Monetary Policy | Ways to Influence the Economy | Student will express minimum wage, national debt, taxes, price indexing (buying power) in decimals. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Geography | 9 - 10 | Population Growth | Choosing a Place to Live | Demographic studies. |
| Sociology | 9, 12 | What Is Success? | Education | Averaging own grades. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Settlement of Texas | Buying Land in Texas | Cost of land in colonial Texas. |
| American History | 8 | Colonial Period | Second Continental Congress | Comparison of English pound and continental dollar, gold standard, cost of slaves. |
| Geography | 10 | Far East | North and South Vietnam - Comparisons of Pre-War Gross National Product | Gross national product, converting currencies, reading graphs, making comparisons of two or more. |
| American History | 11 | Farmers Revolt Against Big Business | Falling Prices for Farm Products | The student will compare the currency in circulation from 1865 to 1978. Students will subtract to find the difference. |
| Government | 12 | Taxing | Forms of State Taxes | Reading graphs and making comparisons of two or more. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | The Nation Moves Toward Isolationism | Immigration is Restricted | Immigration problems, deriving word problems from graphs for students to solve. |
| American Government | 12 | Executive Branch | Presidential Orders | Explain how the executive branch regulates immigration. |
| Economics | | Supply and Demand | Prices of Supply Side Economics | Have students devise a word problem from graph in book on supply side economics. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Geography | 9 - 10 | America's People | The Growth of Cities | Calculate population density. |
| Sociology | 9 - 12 | What Is Success | Education | Average own grades. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Settlement of Texas | Buying Land in Texas | New settlers brought into Texas between certain years. |
| American History | 8 | Growth of America | Colonial Settlements | Population of each colony in a certain year. |
| World History | 9 | The Beginnings of Modern Europe | The Reformation | Percentage of people falling from Catholic church during reformation. |
| Geography | | Central America and the Caribbean | Tropical Climates | Write temperature chart in the Caribbean. |
| Geography | 10 | Central America and the Caribbean | Tourism: Number One Economic Resource | Winter temperature chart in Caribbean, all students need practice with pictograph, line graph, bar graph, and pie graph. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | A Decade of Prosperity Ends in a Crash | The Great Depression | Students will answer questions by studying a graph showing unemployment. |
| American Government | 12 | Executive and Legislative Branch | Bureaucracy | Spending of federal budget - comparison of last five years. |
| American History | 12 | Depression | Depression | All students need practice with a pictograph, line graph, bar graph, and pie. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Spanish Texas | Spanish Heritage | Vocabulary - Write sentences using vocabulary in plural form. |
| American History | 8 | Exploration of North America | European Explorers | Oral reports - Select explorers. |
| World History | 9 | Ancient History | The Greeks | Paragraph Writing - Compare governments of city - states. |
| World Geography | | Looking at the World | Skill, Tools, and Careers | Cooperative learning reports. |
| U.S. History | 11 | The Middle East | The Persian Gulf War | Current Events - Discuss plural forms of nationalities. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Government | 12 | Congress | How a Bill Becomes Law | Discuss plural forms of vocabulary words. |
| Economics |  | All the National Economy | The Business Cycle | Current Events - Use vocabulary in discussion of economy. |
| Sociology | 10 - 12 | The Sociological Perspective | The Elements of Culture | Group Discussions. |
| Psychology |  | Who Are You? | "Up Tight-Not All Right" | Write an essay on psychotic symptoms. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Regions of Texas | Texas Countries | Maps - Complete a map using abbreviations for countries. |
| American History | 11 | Civil War | Military Leaders | Military titles in war units. |
| World History | 9 | The World at War | Results of World War II | Maps - Complete a map of past World War II Europe using correct abbreviations for countries. |
| World Geography | | North America | Land and People | Maps - Complete a map of the United States and Caribbean provinces. |
| U.S. History | 11 | Post World War I | The New Deal | Programs set up by Roosevelt, i.e. CCC, WPA, NYA. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| U.S. Government | 12 | Three Branches of Government | Executive Branch | Political titles, government agencies. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | The First Texans | Ways of Life in East Texas Villages | Essay questions. |
| American History | 8 | Civil War | First Battle of Bull Run | Multi paragraph assignments. |
| World History | 9 | Absolute Monarchs | Louis XIV and Charles I | Group discussions. |
| World Geography | | Eastern Europe | New Democracies | Current Events. |
| American History | 11 | World War I | League of Nations | Oral reports. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American Government | 12 | The Judicial Branch | Supreme Court Decisions - Civil Rights | Study questions. |
| Economics | | American Business | Three Major Forms of Business Organizations | Group presentations. |
| Sociology | 10 - 12 | You, Others, and Society | Crowd Behavior | Oral response to questions. |
| Psychology | | Collective Behavior | Fads, Fashions, and Crazes | Group presentations. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | First Texans | Texas Indians | Students will read a passage aloud and tell the class what they read in their own words. |
| American History | 8 | Constitutional Convention | Federalist Papers | Reading major historical documents. |
| World History | 9 | Beginnings of Modern Europe | The Renaissance | Reading of primary source material, character studies. |
| World Geography | | Western Europe | "Pollution of Mediterranean" | Restate case studies in own words. |
| American History | 11 | Constitution | Bill of Rights | Reading of primary source material - specifically first Amendment. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American Government | 12 | Executive Branch | Current Activities of President | Current Events - students bring in article and tell students what it says. |
| Economics | | Special Lessons | Should the United States Practice Protectionism or Free-Trade Policies? | Current events. |
| Sociology | 10 - 12 | Sociological Perspective | Collective Behavior | Newspaper articles. |
| Psychology | | Emotion and Motivation | Dieting | Reading of case studies. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American Government | 12 | Processes of Congress | Taxing | Students will determine proper way to fill out 1040 tax form and voter registration card. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World History | 9 | Ancient History | Greece | Primary source material. |
| American History | 11 | World War I | United States Enters World War I | Primary source material (letters in book). |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meaning of words in sentences

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Geography of Texas | Land Forms and Water Ways | Reading assignments, test questions, research needed, newspapers. |
| World Geography | 9 | East Asia | Agricultural Products | Written direction on worksheet. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas history | 7 | The Geography of Texas | The Texas Climate | Define vocabulary words. |
| American History | 8 | Colonial America | The Thirteen Colonies | Use a dictionary to check spelling. |
| World Geography | 9 | Looking at the World | Learning About Maps | Use a dictionary for pronunciation of terms. |
| American History | 11 | From Agricultural to Industrial Society | New Business Organizations | Use a dictionary to define vocabulary words. |
| Economics | 12 | Economics Around the World | Being an Investor | Use a dictionary to define terms. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American History | 8 | Revolutionary Times | Heroes of the Revolution | Call such groups as D.A.R. about genealogical information. |
| World History | 9 | World War II | German Prison Camps | Call Jewish Cultural Center about Holocaust. |
| World Geography | | Looking at the World | Factors Affecting Climate | Call weather numbers. |
| Government | 12 | Executive Branch | The Bureaucracy | Contact government agencies. |
| Sociology | 10 - 12 | Socialization | The Importance of Socialization | Contact peer groups. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Impresarios and Colonization of Texas | Stephen F. Austin | Maps in all areas, contracts. |
| American History | 8 | Differing English Colonies | The Southern Colonies | Marriage Contract. |
| World History | 9 | Reaction to Revolution | Congress of Vienna | Student will compare map of Europe in 1812 with map of 1815. |
| World Geography | | Europe | Culture /Government | Student will identify universal street signs. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Colonization | Who Get's What and Why? | Oral reports, cooperative learning. |
| American History | 8 | The Mexican War | Jackson and Texas | Student teaching - creative demonstration of information by students. |
| World History | 9 | Rome | Julius Caesar | Memorize and recite speeches. |
| American History | 11 | The Last Frontier | Space Exploration | Peer teaching. |
| Sociology | 10 - 12 | Social problems | Aging - Why It's Hard To Be Old. | Interviewing, role playing. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Psychology | 10 - 12 | Social Behavior | Group Responses to AIDS | Role playing. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Colonization of Texas | The Revolution Begins | Primary source: Journal of Mary Austin Holley. |
| American History | 8 | The Civil War | Major Battles | Discuss correct pronunciation of battle sites. |
| World History | 9 | The Enlightment | The Thinkers | Students will give oral reports on selected thinkers - using correct pronunciation of names. |
| World Geography | 10 | Western Europe | Transportation and Communication | Peer teaching - time zones, i.e., Greenwich Meridian. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Colonization of Texas | Stephen F. Austin and the Impresarios | Teacher modeling: role play Stephen F. Austin asking for permission to bring settlers to Texas. |
| World Geography | 9 | Western Europe | United States and Western Europe - Alike or Different? | Oral reports comparing two societies. |
| American History | 11 | Civil War | Lincoln's Oratory | Memorized speeches. |
| Economics | 12 | Consumer Guide | How to Choose the Right Adviser | Interviewing skills. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow direction clearly and accurately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Republic of Texas | Siege of Alamo | Have students repeat oral directions as if they were Bowie at Alamo addressing men on coming battle. |
| American History | 8 | American Government | Our British Heritage | Cooperative learning - students will give and follow directions within the group. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Republic of Texas | Victory of San Jacinto | Role play Santa Anna after his capture. |
| American History | 8 | Starting A Nation | Constitutional Convention | Discuss Madison's skill as a leader in running the convention. |
| World History | 9 | Revolution | France vs England | Role-play Joan of Arc on trial by the British. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Lone Star State | Life on Frontier | Students will write a letter to relatives in the east about their new lifestyle in Texas. |
| American History | 8 | The Constitutional Convention | Compromises | Multi-paragraph essays either supporting or refuting selected compromises. |
| World History | 9 | The Enlightenment | The Scientists | Written reports on selected scientists. |
| U.S. History | 11 | Current Events | The Gulf War | Letters to servicemen. |
| U.S. Government | 12 | Congress | Your Representatives | Write letters to your representative or senator. Business letters to request information from government agencies, corporations, etc. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Lone Star State | Life on the Frontier | Students will create and exchange job applications for different occupations on the Texas frontier. |
| American Government | 12 | Civic Responsibility | Taxes and Voting | Students fill out 1040 and voter registration forms. |
| Economics | 12 | The National Economy | Consumer Guide | Taxes, job applications, credit card applications, and bank documents. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Civil War | Causes of War | Write paragraph listing causes of war and grade for grammar, spelling, and punctuation. |
| World History | 9 | French Revolution | Napoleon | Use students notes for reference during an examination. |
| American Government | 12 | Legislative Branch | Passing a Bill | Have students answer essay questions of passage of a bill. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Industrial Revolution | Reasons for the Industrial Revolution | Show film strips/videos; have students restate content and repeat teachers instruction and lecture. |
| U.S. Government | 12 | Civil Rights | Fourteenth Amendment | Have students restate actions on Brown vs. Topeka Bill of Education. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Middle Ages | Development of Government | A student will read selected passages from the Magna Charta and students will question reader as to meaning. |
| World Geography |  | Looking at Globes | Latitude and Longitude | Students will explain latitude and longitude. |
| American Government | 12 | Executive Branch | Twenty-second Amendment | Students will write questions over meaning of Twenty-second Amendment. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Cattle Kingdom | Texas Cattle Trails | Students will write a paragraph explaining instructions given concerning a map locating cattle trails. |
| Psychology | 10 - 12 | Cycle of Life | The Stress of Life | Interview young adults about choices made in youth and how choices might affect middle and later years. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | First Texans | Texas Tribes | Students will make charts to compare the various Texas tribes. |
| World History | 9 | Middle Ages | Feudalism | Worksheets, tests, and cooperative learning. |
| World Geography | 9 | Western Europe | Major Landforms and Climates | Students will draw a map of Western Europe. |
| Economics | 12 | Consumer Guide | How to Prepare a Budget. | Students will prepare their own budget and abide by it for one month. Ask questions if not sure. |
| Psychology | 10 - 12 | Discovering the World | Learning about Language | Discussion of "context". Students will seek clues and meanings by asking clarification questions. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Beginning of Year | Parts of a Textbook | Students will answer questions about the organization of text. |
| American History | 8 | Expansion | Manifest Destiny | Students will demonstrate care of materials used in making a map of the Louisiana Purchase. |
| World Geography | 9 | China and East Asia | World Unit Map | Students will observe care rules for atlas books while reviewing the major bodies of water in Asia. |
| Economics | 12 | Market System | Supply and Demand | Students will observe care rules for computers while plotting supply and demand curve. |
| Psychology | 10 - 12 | You, Others, and Society | Too Many People, Too Little Space | Discussion of why overcrowding leads to destructive behavior; class will brainstorm ways to avoid the behavior even though the situation cannot be changed. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Constitution | Constitution Convention | Students will write a paper about the constitution convention. Time will be given for correction and revision. |
| American History | 11 | Progressive Era | Pure Food and Drug Act | List reasons for the Government testing of products before allowing consumers to purchase them. |
| Government | 12 | Taxing Powers | Import Taxes | List reasons why foreign products are taxed. |
| Economics | 12 | Quality Control in a Developing Nation | Comparison of Japanese and American Product | Compare American and Japanese products. |
| Psychology | 10 - 12 | Who Are You? | Staying Mentally Healthy | Discussion of how excellence in job performance enhances self-esteem. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Spanish American War | Written Report on Rough Riders | Have students repeat the teacher's directions. |
| World Geography | 9 | Looking At the World | Looking At Globes | Worksheet on latitude and longitude. A selected student will read the assignment directions to class. |
| Economics | 12 | The Developing Nations | Aid to Developing Nations | Read and follow directions for a chart on sources of aid. |
| Psychology | 10 - 12 | Roots of Behavior | Biology and Behavior | Group project on the subject of biofeedback. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | The Republic of Texas | The President(s) of Texas | Read chapter 10. |
| World History | 9 | The Renaissance | Achievers of the Era | List the major artists of the Renaissance. |
| Government | 12 | Constitution | The Bill of Rights | Copy the Bill of Rights. |
| Sociology | 10 - 12 | The Sociological Perspective | Elements of Groups | List the elements of groups. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | The Great Depression | Hardships for Texans | Interview an older Texan and write a five paragraph paper on the depression. |
| World History | 9 | World War I | Events leading to the war. | Put events that lead to World War I in sequence. |
| World Geography | 9 | Social Studies Skills | Reading a Map | Using a city map, give directions from a certain intersection in the northern part of city to City Hall. |
| Economics | 12 | Skill Workshops | Economic Decisions | List the steps in making economic decision; apply these to your own spending habits for a period of one week, and keep a journal. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | American Revolution | Reasons for Revolution | List roles of England that lead to the American Revolution. |
| World History | 9 | Absolute Monarchs | Powers of the Leaders of Europe Around 1700 | Follow the wars that absolute monarchs entered into because their thrones were threatened. |
| American History | 11 | Civil War | Reasons for the Civil War | Worksheets on how and why the Civil War began. |
| Government | 12 | Executive Branch | Roles of the President | Compare the executive branch official to the school officials. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Sociology | 10 - 12 | Styles of Leadership | Family Units | List punishments for breaking rules. |
| Psychology | 10 - 12 | Styles of Leadership | Government Leaders | List the titles of people who make decisions that affect all people. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Citizens Participation in Texas Government | Ways to Participate in Texas Government | Encourage students to enter competitions. |
| American History | 8 | Southern Nationalism | Robert E. Lee | Discuss Lee's decision to return to the South during the Civil War. |
| World History | 9 | Nationalism | Rise of Nationalism | List the characteristics of nationalism. |
| American History | 11 | Nationalism | Patriotism in War | Explain the importance of patriotism in World War II. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Economics | 12 | Texas | Income Tax | Discuss the importance of paying taxes. |
| Sociology | 10 - 12 | Prejudice | Reasons for Prejudice | List good loyalties vs bad ones (gangs, clan, protestors). Discuss why loyalty is not blindly accepting what is going on. |
| Psychology | 10 - 12 | Childhood | Moral Development | Discuss Piaget's stages of development. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | The 20th Century | Texas and Texans Today | List occupations found in Texas. |
| American History | 8 | Industry, Labor and Transportation | The Spread of the Factory | Compare factory jobs in 1860 to today's jobs. Discuss qualifications. |
| World History | 9 | Profession of Social Studies | The Importance of Social Studies | Describe the different social studies careers. |
| World Geography | 9 | What is Geography? | Careers in Geography | List career opportunities in Geography. Discuss qualifications. |
| American History | 11 | Into a New Era | Changing Ways | Discuss new job opportunities. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Government | 12 | Affirmative Action | Need for Equal Opportunity | List qualifications to get certain jobs. |
| Sociology | 10 - 12 | Rank Top Ten Professions | Career Choices | Students will understand the qualifications to obtain certain jobs. |
| Psychology | 10 - 12 | Motivational System | Work and Motivation | Discuss the need to enjoy your work. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Spain Loses Texas | Jane Long | Discuss hardships faced by Mrs. Long. |
| American History | 8 | Constitutional Convention | Compromise | Discuss positive attitude needed to arrange compromises. |
| World History | 9 | Dawn of the Industrial Age | Karl Marx and Socialism | Discuss the result of Marxism on the work ethic. |
| World Geography | 9 | The United States | Free Enterprise | Explain factors responsible for our high standard of living. |
| American History | 11 | Beginning to 1865 | Americas Value System | Discuss the belief that anyone could improve their position in life. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Government | 12 | Modern Political and Economic Systems | Capitalism, Socialism and Communism | Compare the three systems emphasizing individual incentives. |
| Economics | 12 | Economic Systems | Entrepreneurship | Interview a successful person and ask him/her about the reasons behind their success. |
| Sociology | 10 - 12 | Work Organization | Job Status | Discuss job status as a key motivator. |
| Psychology | 10 - 12 | The Working World | Motivation | Discuss the intrinsic job satisfaction derived from doing your job well. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Development of the United Nations | Organization of the United Nations | Have students determine why all countries must be represented at United Nations. |
| Government | 12 | Court System | Court Procedures | Have students list consequences of missing a court date. |
| Economics | 12 | Free Enterprise | Job Skills | Role play reasons why management fine personnel with bad attendance record. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | World War II | Battle of Berlin | List effects of United States not getting to Berlin on time. |
| Economics | 12 | Free Enterprise | Job Skills | Have students write an essay on problems encountered by companies because personnel waste time at breaks. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World History | 9 | Nationalism | Germany's Unification | Describe pride in the unification process. |
| American History | 11 | Current Years | Gulf War | Write an essay showing what pride in nationalism does for a nation in war. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | The Roman Empire | Fall of the Empire | Explain how corruption due to lack of honesty contributed to the decline of the Roman Empire. |
| American History | 11 | Reconstruction | Grant's Administration | Students will write an essay to describe President Grant's administration. |
| Government | 12 | Executive Branch | Scandals | List activities of Watergate. |
| Sociology | 10 - 12 | Ethics | Situational Ethics | Role play honesty on the job. |
| Psychology | 10 - 12 | Ethics | Situational Ethics | Role play characteristics of a well-rounded individual. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World Geography | 9 | Africa | Hunger | Explain the Green Revolution. |
| American History | 11 | World War II | Rommel | List the advantages and disadvantages Rommel faced in North Africa. |
| Government | 12 | State Government | Legislative | Write an essay on PAC contributions and the effect they have on Legislative decisions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 9 | American History | Constitutional Development | List weaknesses of the Articles of Confederation. |
| World History | 9 | Rise of Hitler | Rise of Nazism | List reasons the German people followed Hitler. |
| Government | 12 | Executive Branch | Constitution | Discuss Oliver North and violation of the Constitution. |
| Economics | 12 | Job Skills | Requirements of Work | Write a paragraph to explain what regulations must be followed to be a good employee. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Stephen F. Austin and the Impresarios | Colonization of Texas | List what steps Austin had to take in order to prepare his plan for colonization. |
| World History | 9 | Beginnings of Modern Europe | The Renaissance | Have students list leaders from the Renaissance period and state how they showed initiative. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American History | 8 | Europeans Explore New Frontiers | Europeans Visit the Americas | Have students write an essay showing how the consistency of visits by Spanish explorers resulted in the establishment of an empire. |
| Government | 12 | Revolutions in the Americas | The Civil Rights Movement | Trace the events of the Civil Rights Movement to show that persistence resulted in the passage of needed laws. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Republic of Texas | Revolution and Independence | Students will describe instances (such as the Alamo) when time was not used appropriately causing negative results. |
| World Geography | 9 | The World Today | Africa, Asia, Europe, South America, North America, and Australia. | Students will be given a 2 week period to plan for classroom presentation on cultures in today's world. They will be given basic ideas of what to present but all methods and supplies will be decided by themselves. The teacher will check periodically on progress. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | The Renaissance | Martin Luther | Describe how Luther's consistent pursuit of ideals resulted in the Protestant Reformation. |
| American History | 11 | Civil Rights Movement | Martin Luther King | Give examples of Dr. King's goals and how "stick-to-it-tiveness" paid off in terms of new laws. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | A Changing World | Age of Revolutions | Students will choose a historical figure on which to write a report within a given time limit. Teacher will monitor progress and provide help in meeting the goal. |
| American History | 11 | Relations with the Middle East | Desert Storm | List the events leading up to the implementation of Desert Storm including the time limits and how each side reacted within those limits. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Government | 12 | Federal Agencies | Environmental Protection Agency - Food and Drug Administration | Have students explain what events led to the passage of consumer protection laws. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Government | 12 | Democracy | The American Constitution | Students will list principles of democracy and explain how the rights of individuals are preserved in a democratic system. |
| Sociology | 10 - 12 | Prejudice | Stereotyping | Students will discuss the characteristics of different ethnic groups. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American History | 8 | Puritans | First Winter | Students will discuss the lessons learned by Puritans during their first winter. |
| World Geography | 9 | Land and Climate | The Forest | Students will explain how the misuse of the rain forest is affecting the earth's climate. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Settling America | Puritans | Students will list ways settlers received aid from the early American Indians. |
| World History | 9 | Middle East War | Allies | Students will discuss the steps that led to the coalition formation and the war. |
| Economics | 12 | Economic Aid | Debtor Nations | Students will list the countries that have received financial aid from the United States and explain the reasons for granting aid to such nations. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Government | 12 | The American Constitution | Freedom of Speech | Students will discuss the advantages of freedom of speech. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | World War II | Audie Murphy | Students will write an acceptance speech on being presented with the Medal of Honor. |
| Sociology | 10 - 12 | Group Interaction | Accepting Praise | Students will role play accepting praise. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Constitutional Convention | Voting Rights | Students will debate the rights of States vs the rights of the Federal Government under the Constitution. |
| World History | 9 | World War II | Allied Powers | Discussion on the responsibility of individual countries working toward a greater good. |
| Government | 12 | The Judicial System | Crime Classification | Students will define misdemeanors and felonies and explain their consequences. |
| Economics | 12 | Taxes | Income Taxes | Students will discuss the responsibility of every taxpayer in preparing his/her tax forms properly and mailing them to the IRS by the assigned deadline. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | World War II | End of War | Discuss problems related to allowing Soviets to enter Berlin first. |
| Government | 12 | Judicial System | Right to Sue | Students will discuss the results of the environmental pollution caused by industries and the right of private citizens to be compensated for any losses due to industrial pollution. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | War for Independence | Battle of the Alamo | Students will read selected passages and suggest alternate choices that the Alamo defenders had. |
| American History | 8 | 1760's | Stamp Act Congress | Students will discuss other methods of response to taxation. |
| World Geography | 9 | Middle East | Oil Reserves | List the countries with oil reserves. |
| American History | 11 | Cold War | Balance of Power | Students will role play "Dangerous Parallel" game. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American History | 8 | Black History | Booker T. Washington | Students will discuss the challenges faced by Booker T. Washington and how he overcame them. |
| World Geography | 9 | East Asia | Post-War Japan | Students will list Japanese products that were invented in America. |
| American History | 11 | Civil War | Abraham Lincoln | Students will conduct a library research on President Lincoln's early childhood. |
| Economics | 12 | Job Market | Value of Education | Students will construct a graph to illustrate the correlation between level of education and income. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Industrial Revolution | The Enclosure Movement | Students will write a book report on Charles Dickens. |
| American History | 11 | President Eisenhower's Administration | Brown vs. Board of Education in Topeka | Students will discuss school integration and interview a person who lived during that period. |
| 12 | Funding | Space Program | Students will discuss the effects of launching the Russian spacecraft (Sputnik) on the American space program. | Sociology |
| 10 - 12 | Stereotyping | Adapting to New Cultures | Students will define assimilation and compare "melting bowl" to "salad bowl". | |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | North America - Ecology of Industrial Nations | Acid Rain | Students will chart areas of Canada and the United States affected by industries of Northern American cities. |
| American History | 11 | Progressive Era | Direct Elections of Senators | Students will match date to new law or regulation. |
| Government | 12 | The Executive Branch | Reagan's Cabinet | Discuss mismanagement of the superfund. |
| Economics | 12 | Labor Unions | Textiles | Compare and contrast working conditions during 19th Century to today. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Climate | Wichita Falls Tornado | Students will discuss the proper emergency procedures to prepare for a tornado. |
| American History | 11 | Great Depression | New Deal | Students will list agencies developed to provide jobs for the Americans during the depression. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | 1830's | Communicable Diseases | Students will discuss Typhoid Mary and it's health implications. |
| World History | 9 | Middle Ages | Lifestyle | Students will discuss of lack of hygiene during the Black Plague. |
| World Geography | 9 | Middle East | Persian Gulf War | Students will discuss sanitation problems resulting from bombing. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | People and Climate | Adaptations | Students will write a paragraph explaining the dress of people in a specific country. |
| Economics | 12 | Job Skills | On The Job | Describe appropriate attire for specific kinds of work. |
| Psychology | 10 - 12 | The Psychology of Appearance | First Impressions | Students will discuss the importance of first impressions giving examples from their personal experiences. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Roman Republic | Julius Caesar | Pretend you are Julius Caesar filling out a job application. |
| Economics | 12 | Job Skills | Job Applications | Have students fill out general job applications. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | Current Trends | Speaking Before Class | Students will give a five minute presentation on a topic of interest to them. |
| Government | 12 | English History | Development of Democracy | Students will discuss the importance of listening to the various points of view to the development of democracy. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Texas Independence | The Alamo | Students will identify famous person from teacher made resume. |
| American History | 8 | American Revolution | George Washington | Have students write a resume for President Washington. |
| American History | 11 | World War II | General Eisenhower | Have students write a resume for President Eisenhower. |
| Sociology | 10 - 12 | Self-Concept | Positive Attitudes | List self-achievements and qualities. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | Women's Suffrage | 19th Amendment | List steps to propose and ratify Amendment. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Government | 12 | Voting | Voting Requirements | Students will fill out voter registration forms. |
| Economics | 12 | Job Skills | Applying for Jobs | Students will write a letter of application. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Economics | 12 | Employability Skills | References | Students will compile their job references including full name, address and telephone numbers. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | New Deal | Social Security | Have students fill out a social security application. |
| Government | 12 | Federalism | Interstate Relations | Compare in-state and out-of-state fishing licenses and fees. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | Rise of Hitler | Hitler's Background | Discuss how a poor choice of occupation led to Hitler's hatred of Jews. |
| Sociology | 10 - 12 | Social Stratification | Prejudice | Discuss limits in changing occupational expectations |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Middle Ages | Guilds | Define apprentice, journeyman, and master craftsman. |
| World Geography | 9 | North America | The Economy | Use pie graphs to compare service and industrial sectors. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World History | 9 | Time in History | Time Lines | Students will construct a time line of their life projectory to age 30. |
| Economics | 12 | Job Skills | Free Enterprise System | Students will discuss the difference in people's ability to plan their level of income in the U.S.A. vs the people in the U.S.S.R. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Economics | 12 | Employability Skills | Employment Tests | Students will list and discuss the most common employment tests in their area of interest. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| American History | 8 | Constitutional Convention | Voting Right | Write a paragraph explaining voting qualifications regarding age, residency and ownership property. |
| Government | 12 | Voting Rights | Voter Registration | List qualifications to be registered to vote and discuss the 18 year old voting right. |
| American History | 11 | World War II | Draft | List advantages of the draft - bring it forward today and compare with draft during Vietnam War. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Rise of Hitler | Reasons People Accepted Hitler | Write paragraphs explaining the change from the Republic to Dictatorship. |
| American History | 11 | 1970's and 1980's | Comparing Carter and Reagan | Describe the hands-on approach of President Carter vs. the delegation of authority of President Reagan. |

# DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Pre-Revolution | First Continental Congress | Explain the end result of nine states coming together to solve a common problem. |
| World History | 9 | World War II | Allied Powers | Have students discuss the cooperative effectiveness of working together. |
| Government | 12 | Congress | Organization of Congress | Explain and discuss the committee system. |
| Economics | 12 | Job Skills | Cooperative Work | List advantages of team work vs individual effort. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | World War II | Death of President Roosevelt | Have students compare the personalities of Presidents Roosevelt and Truman. |
| Sociology | 10 - 12 | Stratification | Teaching Styles | Have students compare their teachers' teaching styles. |
| Psychology | 10 - 12 | Disorders | Definitions of Terms | Have students define the various personalities and the disorders that can occur. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Independence | Alamo | List effects of Houston not coming to the aid of the Alamo. |
| American History | 11 | World War II | Rush to Berlin | Class discussion on the effect of the allies reaching Berlin after the Russians and how that event affected the cold war. |
| Government | 12 | Congress | Organization of Congress | Discussion of roles of members of congress toward their constituents. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Starting a Nation | The Constitutional Convention | Class will role play the constitutional convention events. |
| World History | 9 | The World Long Ago | Hunting and Gathering | Students will role play the early man quest for finding an appropriate shelter. |
| Psychology | 10 - 12 | Abnormal Behavior | Social Misfits | Study of different types of inappropriate behaviors. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Citizenship in Texas | Political Participation | Define and discuss lobbying. Role play a lobbying situation on a selected topic. |
| American History | 11 | Progressive Era | Dominance | Discussion of Teddy Roosevelt's "Speak softly and carry a big stick" and how it related to later political life in America. |

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## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | The World Today | World Leaders | Students will select a world leader and research him/her to write an essay. Students will read essay aloud to class - class will provide helpful criticism. |
| American History | 11 | America Grows | Immigrants | Students will write a report on a selected group of immigrants and read the report aloud to class. Class will critique the report and provide feedback to the writer. |

# DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | The World Today | The War in the Middle East | Take students step-by-step through actions leading to war, discuss mistakes made in maintaining friendly relations with dictatorial regimes. |
| American History | 11 | Westward Expansion | The Indian Issue | Have students discuss and write an essay on how the U.S. might have been different if soldiers had been able to establish friendship with the Indians. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | The World at War | World War II | Students will role play a situation in which leaders of Germany, the U.S., and Japan meet and try to negotiate a peaceful solution to the war. |
| Sociology | 10 - 12 | Group Behavior | Leadership Skill | After discussion of the "leadership skills in group interaction" topic students will write out phrases they would use to help others participate in a conversation or a project. Also write out "killer phrases" that would alienate others. |

**DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS
ACROSS THE CURRICULUM**

**RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)**

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World History | 9 | Years of Crisis | The Russian Revolution | Discuss the idea that Russia has developed more slowly than other industrialized nations. |
| Economics | 12 | Free Enterprise | Capitalism: Good or Evil? | Discussion of "trickle down" theory. |
| Psychology | 10 - 12 | Discovering the World | How Do You Know They're Happy? | Students look at photographs of people in different moods and discuss whether the people are happy. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Years of Crisis | Years Between the Wars | Debate whether the United Nation acted efficiently when Italy invaded Europe. |
| World Geography | 9 | North America | Rain, Rain, Go Away | Write a letter to a company asking for their solutions to industrial pollution. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Colonial Texas | Land Grant Colonies | Write an essay describing the need for early settlers to cooperate. |
| Sociology | 10 - 12 | The Sociological Perspective | Marriage and Family | Class discussion on methods for making family decisions. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | North America | Population and Lifestyles | Discuss the problem of the urban homeless. |
| Sociology | 10 - 12 | Social Problems | Aging | List practical ways the young can assist the aging. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | Middle East | Current Events - Persian Gulf War | Discussion of post war role of U.S. and the coalition. |
| America History | 11 | The Kennedy Years | Peace Corps | Discussion of alternatives to direct financial aid to foreign nations. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World Geography | 9 | Middle East | Role of Women | Students will discuss the appropriate roles of women in the Middle East. |
| Sociology | 10 - 12 | Basic Concepts | Social Control | Students will role play correct manners in various social situations. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in other

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | Reaching for Freedom's Promise | The Civil Rights Movement | Discuss results of the Kermer Commission. |
| Sociology | 10 - 12 | Socialization | Prejudice | List ways people are alike. Note that people are more alike than different. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Government | 12 | Voting Rights | Voter Registration | Students will fill out voter registration cards. |
| Economics | 12 | Career Decisions | Job Interviews | Students will prepare resumes and practice interviewing. |

## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Development of Cities | Famous Texans | Discuss naming of streets after famous people. |
| World Geography | 10 | Europe | Diversity of Cultures | Look at pictures of street signs and identify them. |

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## DELIVERING TRANSITON SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 108 Transition Skill Title: Use public transportation

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | History of Transportation | The Dart System | Students will use public transportation to Old City Park (field trip). |
| American History | 11 | The Rise of Industrialism | The History of Transportation | Students will list all available modes of public transportation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Texas Today | Spanish Influence | Give students a menu in Spanish. Have them order a meal, then tell them what they ordered. Use your English Second Language students if possible. Make comparisons of Spanish words they are familiar with. |
| World History | 9 | Roman Empire | Lifestyles | Teacher prepares a menu as it might appear in Rome. Demonstrate the proper way to order. Students, when called upon, will demonstrate the new skills. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Crusaders Era | New Products Brought Home | Have students create a label for a new consumer item from the past. |
| World Geography | 9 | Gross National Product | Trade | Have students read each others clothing labels and list the countries where the materials were made. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World History | 9 | French Revolution | Napoleon's Army | Discussion on the need to bring food with an army, instead of foraging for food due to the scorched earth policy of Russia. |
| World Geography | 9 | Soviet Union | Food Shortages | Discussion on shortages when people have money but no supplies. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World History | 9 | Industrial Revolution | Textiles | Students will research the mass production of textiles and standardization of clothes. |
| American History | 11 | 1980's | Consumer Protection | Have students list the care instructions on five different garments and why they are different. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Government | 12 | Powers of Congress | Patents | Define patents using terms like "new and improved". Talk about the changes in laundry soap through patents. |
| American History | 11 | Settlement of the West | Self-Sufficiency | Explain the process of making soap and compare it with laundry products of today. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 8 | Slavery | Value of Slaves | Students will compare duties of a house slave to field slave and how it affected their values. |
| World History | 9 | Middle Ages in Europe | Castles | Compare medieval housekeeping tasks to modern housekeeping tasks. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | Sub-Saharan Africa | Population and Lifestyles | Discussion of effects felt by population when medication is not available. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World Geography | 9 | Europe | Currency | Have students determine the current rate of exchange of the U.S. dollar against other currencies. |
| Economics | 12 | Consumer Guide | Income Tax | Have students fill out an income tax return. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | New Deal | Deficit Spending | Have students explain deficit spending. |
| Economics | 12 | Money and Banking | Balance Sheets | Students will explain how and why a bank keeps a percentage of deposits on reserve. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Government | 12 | Implied Powers | McCulloch vs. Maryland | Students will discuss how the tax imposed by Maryland on federal banks has created more business for the state banks. |
| Economics | 12 | Federal Reserve | Banking System | Have students fill out various forms like applications to open bank accounts, deposit slips, and writing checks. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Revolution | Alamo | Write a scenario of what would have happened if help had come in time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| American History | 11 | Industrialization | Factory Acts | Help students reach the conclusion (through discussion) that the passage of the factory acts is what gave people more time to indulge their hobbies. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Texas History | 7 | Citizenship in Texas | Participation in Elections | Students will fill out a voter application form and actively participate in an entire election campaign. |
| Government | 12 | Civil Rights | 4th and 5th Amendments | Students will demonstrate right listed in Amendments 4 and 5. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Government | 12 | Federal Grants | Community Services | Discuss purposes of grants. What services are established through grants (rape crisis, suicide, etc. ). |
| Economics | 12 | Education | Public vs. Private School | Compare and contrast public and private schools within the community. Explain enrollment of private schools in relation to the economic condition of the community. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World History | 9 | Rome | Establishing Law and Order | Compare the police department in Rome with the police of today. |
| Government | 12 | Local Government | City Services | Write an essay on the role of the police department. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| World Geography | 9 | North America | Population and Lifestyles | Students will identify the benefits of public transportation. |
| Government | 12 | Local Government | City Services | List the various functions of city government. |
| Economics | 12 | Careers | Employment | Have students fill out an employment application. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available to rent, lease, or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World History | 9 | Map Skills | Reading a Map | Using a street map of the community, students will find the exact location of addresses found in the classified section. |
| Economics | 12 | Consumer Guide | A Place to Live | Have students use newspapers to locate apartments and houses for sale or lease. Have them call to determine size, price, etc. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 126 Transition Skill Title: Ready and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Texas History | 7 | Land Grants | Settlement of Texas | Have students determine what was included in the land grant contract. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| World Geography | 9 | Third World | Africa | Students will list problems of emerging countries which suffer a shortage in electricity resources. |
| American History | 11 | Development of Oil | Entrepreneurs | Show how oil production improved lifestyles in America. |
| Economics | 12 | Stock Market | Investments | Students will show why utility stock is a good investment. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Economics | 12 | Taxing | Interest Deductions of Homes | Students will calculate the savings on taxes through owning a home. |
| Sociology | 12 | Family Responsiblities | Cost of Maintaining a Home | Students will role play a marriage and make a budget for the household expenses. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book | Wage and Hours | Fill out record book. |

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book,<br>Fundraising | Wage and Hours,<br>Count Money | Fill out record book, count money and items. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Books | Wage and Hour | Fill out record book. |

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Books, Fundraising | Wage and Hour, Count Money and Items | Fill out record books, count items and money. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book | Wage and Hours, Net Income | Fill out record book. |
| | 11 - 12 | Taxes | Deductions | Fill out tax form. |

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book | Wage, and Hours, Net Incomes | Fill out page five of record book. |
| | 11 - 12 | Taxes | Deductions | Fill out tax form. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use of addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book | Wage and Hours, Net Income | Unit test over record book. |

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book | Wage and Hours | Figure wages for fractions of an hour. |
| | 11 - 12 | Taxes | Figure Portions | Figure tax form. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book | Wage and Hours | Figure wages for fractions of an hour. |

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book Taxes, Tax Sheets | Wage and Hour Deductions, Car Loans | Figure hours and time, tax forms, interest on car loan. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book, Taxes, Interests | Wage Deduction | Test over unit. |

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book, Interests, Taxes | Wage and Hours, Loan, 1040 EZ | Figure wage hours, and net income. Calculate car loan interests. Fill out tax forms. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book Management | Write a Check, Interest | Fill out check. Calculate interest on car loan. |

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Taxes Management | 1040 EZ Wage and Hours | Figure dollar amounts to be paid or refunded. Figure time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Record Book Management | Wage and Hours | Calculate FICA. |

Transition Skill Number: 19 Transition Skill Title: Plural words writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Speeches | Students will write and give a speech in class using the formula for writing and giving speeches. Make it a simple subject and restrict it's length to three minutes. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 20 Transition Skill Title: Use of apostrophe

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Speeches | Have students write a brief speech about themselves and give the speech in front of the class. |

Transition Skill Number: 21 Transition Skill Title: Abbreviation of words in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Speeches | Have students write a speech using abbreviations in the writing and giving of the speech. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Appropriate word choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Speeches | Students will write a brief speech using a thesaurus to insure proper choice of words. |

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Parliamentary Guide | Have student read parliamentary guide and test for understanding. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Awards | Have students fill out an awards form. |
| | 11 - 12 | Employment | Applications and Interviews | Have students read and fill out applications for employment. |

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Occupational Skills | Concepts and Skills | Have students read short notes over different skill areas. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | 77A Manual | Students will read selected passages from the 77A manual and explain the meaning of key words. |

Transition Skill Number: 27 Transition Skill Title: Use of dictionary

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Speeches | Students will use the dictionary in writing speeches and letters on application. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use of telephone book

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Interviews | Students will use the telephone book to compile a list of telephone numbers and addresses of firms related to students career interests. |

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisement, contracts, labels, direction, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Interviews | Using the newspaper, students will identify a job opportunity related to their career interest then locate the firm's address on the map. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Committees | Students will play the role of a group leader and lead the discussion on a topic of the group's choice. |

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Speeches | Students will give a three minute speech on proper pronunciation. Speech must include examples. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Interview Skills | Students will role-play a job interview. The interviewee will demonstrate appropriate behaviors and skills related to job interviews. |

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Keeping a Job | Employee - Employer Relations | Students will role-play selected employee-employer situations and critique them, offering suggestions for improvement. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Job Search | Students will use the telephone to inquire about job opportunities advertised in the local paper. |

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Employability Skills | Stressful Situations | Students will role-play job related stressful situations. Students will analyze the situation and offer suggestions for behavior modification. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose memos, short notes, reports and business letters

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Employability Skills | Letter of Application | Students will write a letter of application to a prospective employer expressing their interest in a specific job opportunity. |

Transition Skill Number: 37 Transition Skill Title: Accurately fill out forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Employability Skills | Job Search | Students will write a resume and complete a sample of job application. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Leadership | Speech | Have students write speech using correct grammar and spelling. |

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Business Entrepreneurship | Concepts and Skills | Students will write an essay on concepts conveyed by a guest speaker. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask questions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Business Entrepreneurship | Concepts and Skills | Students will ask clarifying questions to a guest speaker. |

Transition Skill Number: 41 Transition Skill Title: Interpret direction and orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Job Retention Skills | Employee-Employer Relations | Student will role play employee-employer situations where directions are given. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Employee-Employer Relations | Have students discuss employee problems in class and how to best clarify direction. |

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Opportunities | Assess Personal Qualities For Training and Employment | Have student read chapter 16, 17, and 18. Students will discuss and answer related questions. |

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Entrepreneurship | Understanding the Role of Small Business | Have students discuss the importance of production and quality for the survival of a small business. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Employee-Employer Relations | Have students read chapter 13-14 in cooperative workbook and answer related questions. |

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Employee-Employer Relations | Have students discuss and follow directions of simple nature. |

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Employee-Employer Relations | Have students discuss in class how to follow multiple step direction given by employers. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Employee-Employer Relations | Have students practice employee problems with other students in class. Learn who is in charge and why. |

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/ company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Opportunities in Business | Loyalty to Others | Lecture and discuss importance of loyalty to an organization especially-school, company, or job. |

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Occupational Opportunities | Occupational Interest | Lecture and discuss different career goals and occupational choices available. Make a list of all set goals. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Opportunities in Business | Assess Personal Qualities | Have students conduct a personal assessment activity. |

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Successful Employment | Attendance | Have students keep a record of attendance at school-work- etc. |

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Successful Employment | Punctuality | Have students list the many ways of punctuality improvement such as daily class and work record book to indicate the time of arrival and departure of students to and from class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Successful Employment | Pride in Work | Have students discuss what pride means to each one of them and how it affects their work. |

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Personal Improvement | Importance of Honesty and Good Attitude | Have students read chapters 23 and 24 in cooperative workbook. Discuss and answer questions. |

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Successful Employment | Dependability | Have students discuss dependability and how it works for them at work. |

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Job Security | Follow Regulation and Rules | Have students follow rules and regulations on an assignment in class and discuss the outcome afterwards. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily).

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Personal Qualities | Display Initiative | Have students read chapters 16, 17 and 18 in cooperative workbook, discuss and answer questions. |

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Pacing Work | Have students discuss the work pace in class and show how much each individual has achieved by pacing their work accordingly. |

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Personal Qualities | Time Management | Have students make a list of time management skills and lecture about skills from reference books available. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Work Stability | Have students discuss work stability and give examples of how the lack of work stability can hurt job interviews. |

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Keeping a Job | Work Under Pressure | Have students simulate a work pressure situation in class and discuss it's outcomes. |

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Safety | Shop Clean-Up | Have students observe the Vocational Agriculture Shop clean-up procedure. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Social Relations | Getting Along with Others | Students will discuss the importance of respect in maintaining healthy interpersonal relationships. |

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Social Relations | Getting Along with Others | The teacher will explain class rules with regard to using other people's property. |

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Career Awareness | Vocational Assessment | Students will seek the help of a vocational counselor to determine their vocational interests. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Social Relations | Employer - Employee Relations | Students will role play constructive criticism sessions. |

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Honesty & Good Attitude | Employer - Employee Relations | Students will role play giving/receiving praise for a job well done. |

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Honesty & Good Attitude | Personal Attitude | Every student will share with the class one experience where the student took responsibility for their own actions. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Honesty & Good Attitude | Personal Attitude | Students will role play appropriate reactions to own mistakes. |

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Independence | Problem Solving | Students will list and discuss the steps involved in solving a problem. |

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Self-Improvement | Learning New Skills | Students will list the skills they would like to learn in the next 6 months. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Personal Qualities | Adaptability | Students will complete their assigned tasks under different simulated work conditions. |

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Safety Regulations | Shop Safety and Safety Hazards | Students will prepare a pamphlet on shop safety requirements. |

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Safety | Emergencies | Students will role play the appropriate emergency procedures in responding to various emergency situations. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Personal Improvement | Personal Hygiene | Students will identify the advantages of good hygiene/grooming habits. |

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Personal Improvement | Good Grooming Practices | Students will list the types of clothes that are appropriate for certain jobs. |

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Prepare Applications | Students will practice filling out and evaluating job applications. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Prepare for Job Interview | Students will role play a job interview. Teacher will provide feedback about points of strength and weakness in the students performance. |

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Prepare Job Resume | Students will write a resume emphasizing educational attainment, work experience and references. |

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Employer - Employee Relations | Job Relations Skills | Students will write a letter to their work supervisor to request a raise. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Letter of Application | Students will write a letter to a potential employer to request a job application. |

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Prepare Application with References | Students will compile a list of references emphasizing names, address and telephone numbers. |

Transition Skill Number: 84 Transition Skill Title: Apply for social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Payroll Information | Getting Proper Permits | Students will demonstrate how to fill out a Social Security card application form. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Career Awareness | Occupational Choices | Students will complete a career interest inventory and discuss the results with the school's vocational counselor. |

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Career Awareness | Occupational Choices | Students will select an occupation of interest to them and conduct a libarary research on it. Students will write a report illustrating the occupation's requirements, income, and career ladder. |

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Careers | Career Plan | With the help of the school's vocational counselor, students will prepare a career plan including career objectives and steps needed to achieve them. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Getting a Job | Employment Tests | Students will discuss the various written and performance tests of employment. The teacher will provide a variety of test samples. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Effective Citizenship | Student Behavior | Students will make a list of behavior of students at certain ages. Students will discuss results. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Employability Skills | Different Supervision Styles | Discuss and list different styles of supervision. Read chapter 13-14 in cooperative workbook. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Leadership Skills | Team Work | Students will plan and conduct activities as teams (e.g., participate in state contests). |

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Employer-Employee Relations | Different Personalities | List different types of personalities. |

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Good Work Habits | Be On Time | Give advantages of and reasons for punctuality on the job - discuss in class. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Importance of Social Relation | Social Interaction | Students will introduce each other to class. |

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Interpersonal Skills | Conversation | Students will role play speaking with others under stressful conditions. |

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Interpersonal Skills | Constructive Feedback | Students will compliment and critique each others performance in class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Interpersonal Skills | Conversation | Have students conduct conversation with each other. |

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Interpersonal Skills | Conversation | Students will conduct friendly conversations and draw others into conversation in class. |

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Interpersoanal Skills | Conversation | Have students conduct group conversations. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Social Relation | Complaints | Have students conduct mock complaints in class. |

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Social Relations | Avoid Arguments | Discuss and answer questions. Role play argument evasion techniques. |

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Good Attitude | Cooperation | Role play situations where the students need help. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Good Attitude | Cooperation | Role play situations where the students need help. |

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Social Relations | Manners | Role play various social settings and point out the appropriate social manners. |

Transition Skill Number: 105 Transition Skill Title: Accept difference in others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Social Relations | Differences in Others | Organize debates in class on controversial topics. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked (i.e., name, address, phone number, social security number)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Student Information | Personal Information | Have students complete a Personal Inventory Sheet or Data Sheet in class. |

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Directions | Street Signs | Students will depict different types of street signs and explain to class the direction included in the sign. |

Transition Skill Number: 108 Transition Skill Title: Use public transportation ( e.g., bus, taxi)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11-12 | Life Skills | Public Transportation | Students will discuss different types of public transportation and how and where it may be used. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate the ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Social Relations | Order Food | The teacher will demonstrate in class the different types of menus and how to order from each. Take students on a field trip to have personal training. |

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Direction | Read Labels | Have students bring labels to class, put them on the bulletin board, and discuss it with students. |

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Price and Market Condition | Purchase Food | Have students discuss purchasing food at grocery store after comparing market prices. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Price and Market Condition | Buy and Care for Personal Clothes | Have students discuss buying and caring for clothes used in different seasons. |

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Safe Working Conditions | Using Laundry Products Appropriately | Students will discuss the proper procedure of using a washing machine and the various detergents available. |

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Safe Working Conditions | Housekeeping Skills | Students will list the different housekeeping tasks and the various steps in completing each task. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Safety | Medication | Demonstrate to students the proper ways to take medication according to prescription. |

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Money-Raising Activities | Money Management | Have students record sales, count money, and make change to customers during fund raising activities. |

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Entrepreneurship | Money Management Planning and Budgeting | Students are to gather information on banking, money management, planning and budgeting. Students will have a project to plan, budget for, and manage for a specified period of time. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Different Fields of Agriculture | Banking | Students will fill out checks, deposit slips, and reconcile a bank statement. |

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Safety | Obtain Help in an Emergency Situation | Students will attend a lecture given by paramedics on the common emergency situations and how to handle them. |

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Time Management | Leisure Time | Students will list their favorite leisure activities and gather information about community resources that could be used to practice these activities. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | FFA Club Meeting | Citizenship | Students will observe meeting rules when participating in FFA activities |

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Independent Living Skills | Community Information | Students will write a report about an assigned service offered by the community. |

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | FFA Meeting | Community Legal and Financial Counseling | Students will list the telephone number of each community service and the name of a contact person in each one. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | FFA Meeting | Community Activities | The teacher will invite a city official to lecture about the various services offered by the community. |

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease, or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Independent Living Skills | Locate Apartment and Houses for Rent | The teacher will invite a guest speaker from a local realtor's association to lecture about methods of locating apartments and houses for rent. |

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Independent Living Skills | Rental Agreement and Leases | Given a rental agreement form, students will list the major parts of the agreement. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 127 Transition Skill Title: Obtain the service of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Independent Living Skills | Utilities | Have a representative of each of the local utilities describe and discuss the needs and wants of customers and how the utilities can satisfy them. |

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Agricultural Cooperative Education | 11 - 12 | Independent Living Skills | Maintaining a Residence | Students will write budgets for maintaining an apartment (e.g. rent, utilities, insurance, etc.). |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimating | Total Cost | Have students figure total cost then subtract overhead cost. |

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimating | Figure Cost | Add up cost of parts. |
| | | Materials | Grading Sand Paper | Read the sand paper grade numbers on the back of the paper. |
| | | Materials | Paint | Figuring the type and amount of thinner to use depending on the temperature and type of paint. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimating | Total Cost | Have students figure total cost then subtract overhead cost. |

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Measurement | Measuring Damage of a Frame | Measure damage to see how far the car needs to be pulled out to be correct. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Measurement | Fractions | Use wrenches and sockets to visualize the size of the fractions. |

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Measurement | Using a Tape Measure | Measure objects in the lab and compare their different sizes. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Job Pay | Labor Pay | Use a crash book to determine how much the laborer will get paid. |

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Paint | Mixing Paint | Read paint cans to figure the viscosity mixing. |
| | | Tool Identification | Fractions | Determine the fractions according to the size of the wrenches, sockets, etc. |
| | | Frames | Fractions | Look up frame dimensions in the KLM book then see if the dimensions are correct on the vehicle. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimating | Supply Cost | Have student figure the cost of a typical paint job with the average amount of supplies. |

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimating | Labor Time | Have students look up in crash books for the amount of time to fix (r&r) parts. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimating | Parts Cost | Have students call around to get prices of parts from junk yards and new parts vendors for savings. |

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimating | Paint | Figure the cost of different paints, lacquer, enamel, polyurithane color cost from white to red. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Paints | Mixing Properly | Read the paint cans for mixing the paint or the use of paint sticks. |
| | | Plastics | Following Directions | Following directions in mixing different thermo plastics (how much per mix). |
| | | Estimates | Explaining the Estimate | Have students figure the time of removal and replacement of parts on a car. |

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Estimates | Total Cost | Figuring estimates and the total cost then the profit. |
| | | Paint | Paint Dry Time | Paint dry time - how long will the paint job take from sealer to clearcoat. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Paint | Viscosity | Mixing paint for proper viscosity according to a chart and paint sticks. |
| | | Measurements | Frame Damage | Interpret amount of damage according to the chart for undamaged vehicles. |
| | | Basic Techniques | Following Directions | Follow the basic steps from charts or graphs of completed car from damage to finish. |

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Autobody Construction | Bodytypes | Identify the number of parts in a vehicle. Report the results orally and in a written format. |
| | | Estimates | Bill of Materials | Write up a bill of materials for an estimate using plural words if needed. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Estimate Costs | Crash Book Terms | Explain Abbreviations and slang words used in crash books. |
| | | Analyze Paint Products | Paint Terms | Explain Abbreviations and slang words used in paint problems. |

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Repair Fiberglass and Synthetic Body Parts | Body Fillers | Take note from the overhead transparency on fillers using a step by step process for reference. |
| | | Estimates | Bill of Materials | Have students write down notes from the overhead, write up a bill of materials for a typical job and identify the different products and their usage in the lab. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Auto Glass Installation | Types of Glass | Give a demonstration on the subject, have students read the text book and compare it to the demo by writing up their own way of fixing a window. |
|  |  | Paint | Paint Application | Have students read handouts and or directions to figure out how to use the products. |

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Estimates | How to Read an Estimate | See what needs to be fixed on a typical auto collision. |
|  |  | Job Application | Job Application | Read different job applications and understand how to complete them. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 7 - 12 | Paint Application | Understanding Paint Application | Read and interpret the meaning of directions on charts, paint cans and manuals. |

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 7 - 12 | Fillers | Understanding Steps in Product Usage | Read and understand the usage of the products application including warning or stickers included in directions, memos, or short statements. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Estimates | Price of Parts | Write down salvage yards numbers for cost of parts on vehicle parts. |
| | | Estimates | Price Shopping with Products | Look up cost of parts on price sheets to see the cost difference (paint, sandpaper, plastic, etc.). |

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Paints | Understand Paint Charts | Read paint charts to determine the best paint thinners for the application. |
| | | Welding | Welding Applications | Read charts to determine what tip size to use for material thickness or what welding process to use on the metal to be welded. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Guest Speaker | Paints or 3M Products | Have a guest speaker come in to demonstrate their product(s) then have students ask questions on the subject. |
| | | Sharing | Working in Groups | Working together in class with students requires speaking to each other to complete assigned tasks. |

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Tools | Tool Identification | Question and answer period during and after demonstration so student knows what the tool's names are. |
| | | Basic Operations | Product Identification | Students will ask for the correct type of product when purchasing from the vendor. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | VICA | VICA Officers | Have students compete in VICA skills contest and officer election. |
| | | Welding | Fuel Torch | Have second year students give first year students a demonstration on welding equipment. |

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Repair or Add Doors | How to Adjust Doors | Student will follow overhead step by step notes on how to adjust or repair doors. |
| | | Fillers | Steps in the Use of Fillers | Students will write notes from the overhead then observe a demonstration about mixing and applying mix plastic. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Communication Skills | Speaking | Call and talk to parts houses or salvage pools for parts using correct phone manners. |

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 7 - 12 | Employment | Resumes | Have students write resumes. |
| | | Estimates | Writing an Estimate | Prepare an estimate using short notes, memos, correct terms and abbreviations. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 7 - 12 | Basic Operations | Lab Training | Answer homework questions in complete sentence form. |
| | | Safety Tests | Tools | Students will write the correct step by step procedure for using and returning tools. |

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 7 - 12 | Basic Operations Autobody | Any Subject 1-13 | Have students restate or follow directions covered in class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask Applicable questions to clarify

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 7 - 12 | Basic Operation Autobody | Any Subject 1-13 | Have students restate or follow directions covered in class. |

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 7 - 12 | Basic Operations Autobody | Any Subject 1-13 | Have students restate or follow directions covered in class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Welding | Torch Use | Give students a demonstration on torches, then have students weld correctly. |
| Autobody | 11-12 | Plastic Fillers | Repair Damaged Sheet Metal | Pair students with high and low skill levels to work with plastics after the classroom demonstration. |
| Autobody | 11-12 | Adjust Doors | Fitting Poor Tailgates and Liftgates | Show a video on door adjustment. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Basic Operations | Tool Care | Give a demonstration on tools and how tools are operated, maintained and places they are found in the lab. |
| Autobody | 11-12 | Basic Operations | Tool Care | Have outlines of the tools on the tool-boards so when a tool is missing we know what to look for. |
| Autobody | 11-12 | Basic Operations | Tool Care | Have a demonstration on safe use of tools. |
| Autobody | 11-12 | Basic Operations | Tool Care | Explain that every student has to use the tools so it is important to take care of them or we do not have them. |

15:8

15:9

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS
# ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Preparing Surfaces for Paint | How to Use Guidecoat | After a panel is primered and before resanding use a different color primer or paint to spray on a surface so that the sand scratches will show up. When they are gone, the panel should be ready to reprimer or paint. |
| Autobody | 11-12 | Projects | Class Contest | Have students compete in a class contest. Students will be judged on quality and timeliness of jobs done. Give prizes for the best performance. |

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Basic Operations | Mixing Up Plastic | Have overhead notes copied into student's notebooks with step by step procedure on how to do a specific task. |
| Autobody | 11-12 | Basic Operations | How to Clean Up | Have clean up jobs posted for the groups to see what to do as far as clean up. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Basic Operations | Rules for the Students to Follow | Post rules and regulations then have students write them in their notebooks. |

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Equipment | Helping Keep Track of Tools | Have students be in charge of different clean up activities and one group be in charge of tools - getting them back in the correct places at all time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Tool Accountability | Taking Care of Our School | Be as honest to the students as you want them to be to you. Explain to them about cost of tools and how we must outline how everyone will use the tools. Return them when you are done with them. |
| Autobody | 11-12 | Materials | Cost of Materials | Give students good deals on materials used on their autos. Tell them about store sales and salvage yards. Be a friend. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/ choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Career Awareness | Wage Earnings | Explain the wage earnings of a body man or a helper of a body man and compare it to how much people make at a fast food restaurant. Explain that skill or labor is in demand. |
| Autobody | 11 | Career Awareness | Wage Earnings | Have a guest speaker come in to talk to students about cost of living and how much more they can earn with a skill. |

15:6

15:7

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Self Worth | Student Building Skills | Have students work on their own cars to show others that they do have good skills. |

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Job Responsibilities | What Employers are Looking For | Help students get jobs related to their field that requires them to be at work every day and on time. Jobs and money will get their attention. |
| Autobody | 11-12 | Early Activities | Spunge Activities | Create spunge activities before class has started. Cars painted/quarters welded on - see what is going on today. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11-12 | Job Responsibilities | What Employers are Looking For | Help students get jobs related to their field that requires them to be at work and on time. Jobs and money will get their attention. |
| Autobody | 11-12 | Early Activities | Spunge Activities | Create spunge activities before class has started. Car painted/quarters welded on - see what is going on today. |

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11-12 | Self Worth | Students Building Skills | Have students work on their own cars to show others that they do have good skills. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Tool Accountability | Taking Care of our School | Be as honest to the students as you want them to be to you. Explain to them about cost of tools, how much we have budgeted and how everyone will use the tools. |
| Autobody | 11-12 | Materials | Cost of Materials | Give students good deals on materials used in their autos, tell them about store sales and salvage yards. |

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Job Responsibilities | What Employers Are Looking For | Help students get jobs related to their field that requires them to be at work everyday and on time. Jobs and money will get their attention. |
| Autobody | 11-12 | Early Activities | Spunge Activities | Create spunge activities before class has started. Cars painted/quarters welded on - see what is going on today. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Basic Operations | Classroom Rules for Students | Have rules and regulations posted so students know the rules in class, then require them to hand write it in their notebooks. |

Transition Skill Number: 58 Transition Skill Title: Display initiative ( e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Developing Skills | Weekly Student Grades | Students will be awarded bonus points for displaying initiative in carrying out their shop cleaning responsibilities. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Developing Skills | Weekly Student Grades | Students will complete the weekly assignment sheet emphasizing the assignments and the anticipated date of completion. |

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Effectively Using Time | Working At a Pace | Explain the time element in class. Time students as they carry out their activities (e.g., class cleaning). After a while students can visualize how long a job will take and work with that time frame. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Students Completing Tasks | Start to Finish | Work with the students on their projects and show them it's end results. |
| Autobody | 11-12 | Students Completing Tasks | Start to Finish | Do projects in class from start to finish and show students how the end result will function as well as look. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11-12 | Timed Task | Working with Catalysts | Have students mix-up plastic using different amounts of hardener. Record how long does it take for the plastic to harden. |

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11-12 | Basic Operations | Rules For the Students to Follow | Post clean-up rules and have students write them down in their notebooks and follow them. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Developing Relationships | Working Together | Pair up students to work on projects together so they help out each other. |
| Autobody | 11 - 12 | Group Development | Individual Responsibilities | Explain why we work together with respect to cause and effect. |

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Building Respect | Working Together | Have rewards for people working together, use them as examples in class. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Lab Orientation | Classroom Rules | Explain Parliamentary Procedures |
| Autobody | 11 - 12 | Lab Orientation | Tool Safety | Explain function and use of the tools then if the student has any questions ask the teacher. |
| Autobody | 11 - 12 | Working Together | Group Problem Solving | Work in groups and ask for help from others in the groups. |

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Student Criticism | The Experiment | Have the students work on fenders that are of no good to anyone and use the fender as an experiment so the student can see what the outcome will be. Also they can criticize their own work. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Student Criticism | Judging Standard | VICA Competition in District and State. Have students judge fenders for themselves and others in class. |

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Organization | Clean-up Jobs | Have clean-up jobs for each group making the individuals responsible for their own clean-up job. |
| Autobody | 11 - 12 | Class Organization | Lab Rules | Classroom rules - explain to students what will happen to students if their behavior interferes with the class. |
| Autobody | 11 - 12 | Projects | Start to Finish on a Car | Have students be responsible for the starting and completion of a customer's car. Students would be in charge of cost, quality control, and completion. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Student Criticism | Guide Coating | Use Guide Coats to show minor imperfections in the student's work. |

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Paint | Paint Solutions | Show defects in paint and have students look up the solutions on paint charts. |
| Autobody | 11 - 12 | Panel Alignment | Solving Panel Misalignment | Have the students look at misaligned parts and demonstrate solutions by the adjustment of the part. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Identifies Procedures | Importance In Completing Task | Use the auto as a building block. Start with dent removal, then plastic application, sanding, priming, painting. Show importance of quality in each phase of repair and stress the importance of experience in the field of auto collision repair. |

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Synthetics | Plastics of Today | Students use skills already learned and apply them to different materials, such as the new plastic bumper or fiberglass repair. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11 - 12 | Welding | Oxygen and Acetylene Usage | Install regulators and hoses on gas cylinders correctly. Explain proper usage of equipment and possible causes of misusage. |

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11 - 12 | Painting | Refinishing Safety | Show film on painting safety from use of respirators to paint suits. Explain safety hazards to environment and go over posted fire escapes and procedures. Explain use and location of fire extinguishers. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Employment | Working Appearance | Discuss employer expectations of employees in the area of safety and customer relations. |

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Developing Skills | Be Ready For Work | Explain to students what they will need to have in class and work in order to be prepared. Such as safety boot, safety goggles, etc.. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Employability | Completing An Application Correctly | Have students fill out a job application while explaining the importance of certain areas such as spelling, references, and possible tasks the employer may be looking for. |

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Autobody As a Trade | Before the Interview | Explain what employers look for in a potential employee. Go over hygiene, possible questions, identification needed (Social Security card, work permit, license). |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Autobody As a Trade | Applying for a Specific Job | Have students fill out a resume stressing importance of punctuation and prior education and experience. |

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Pay Scale | Crash Book Pay Scale | Go through steps of trainer to experienced autobody personnel, noting the tasks they perform in relation to the pay they receive. As your skills progress so does your pay rate. |

DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS
ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Employment | Preparing an Application | Have students write trade schools for letters of acceptance. List hobbies, interests, and goals within the autobody field. |

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Autobody As a Trade | Applying for Specific Jobs | Have students fill out job applications stressing importance of personal references. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Autobody As a Trade | Before the Interview | Explain importance of being prepared by having social security card, work permit, or licenses on hand. |

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Autobody Employment | Specific Jobs | Identify the students strong and weak points in their chosen fields. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Autobody Employment | Specific Jobs | Senior level students are encouraged to find jobs in their selected fields and explore them in detail. |

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Autobody Employment | Vocational Survey Test | Have students take Vocational Survey Test and see what their interests, as well as abilities are. |

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Employment | Specific Skills | Explain to students the entry level skills needed in the Body Shop business. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Orientation | Class Behavior | Display rules of class on the over head. Read each and every one of them as the students copy them into their notebook. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Orientation | Classroom Procedure | The teacher will utilize a variety of teaching strategies and techniques (audiovisual aids, labs, demonstrations...etc) |

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Laboratory Work | Developing Skills | Pair up or group students on projects,(e.g., writing assignments and cleanup). |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Laboratory Work | Developing Skills | Have students all work together on cleanup, no one leaves until the lab is cleaned up. |

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Orientation | Class Behavior | Display rules of class on the over head. Read classroom rules as students copy them into their notebook. Then discuss the consequence for being tardy and absent. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Developing Skills | Working in the Lab | Pair up students on projects in the lab. During the lab, have students take turns working with tools, work duties and clean up jobs. Use peer pressure, if possible, to obtain desired behavior. |

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Laboratory Work | Developing Skills | During the lab, work with the student groups and openly discuss how to improve their projects. |

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Developing Skills | Working in the Lab | Have more experienced students give examples of constructive feedback during lectures before and during working on the projects in the lab. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Orientation | Classroom Procedure | Students will introduce each other to the rest of the class. |

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11 - 12 | Laboratory Lessons | Group Learning | Let students work together on projects. Review the subject and have students answer other students' questions. |

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversation

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11 - 12 | Group Lectures | Group Activities | Encourage students to actively participate in class discussions and question/answer sessions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Orientation | Class Behavior | Discuss complaints privately with the person(s) involved and see if the student(s) can work them out together. |

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Orientation | Class Behavior | Explain class rules about resolving arguments between students during tests. |

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Developing Skills | Working in the Lab | Students will carry out their lab assignments in groups. Bonus points will be given to students who finish their project and extend help to others. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Developing Skills | Working in the Lab | Students will carry out their lab assignments in groups. Bonus points will be given to students who finish their project and extend help to others. |

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Social Skills | Social Manners | Students will role play a variety of social settings emphasizing appropriate manners. |

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11 - 12 | Class Orientation | Class Behavior | Have students fill out personal information cards with the correct information. Explain to the students the importance of such information for references and possible jobs. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11 - 12 | Cost Estimation | Locating Parts | Students will write detailed directions to a local auto parts shop. |

Transition Skill Number: 108 Transition Skill Title: Use public transportation

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11 - 12 | Independent Living Skills | Public Transportation | Invite a representative of the transportation system in the city to come and talk to students about the services offered and how to utilize such services. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Group Functions | Travel | Students will order for themselves at a restaurant. |

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Group Functions | Group Leadership | Have students elect a leader to be in charge of the group. The meeting may include bringing in food and refreshments, clean up jobs, etc. |

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Personal Hygiene | Students will discuss the best way to care for their dress clothes, according to care instructions provided by the manufacturer. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11-12 | Paint Refinishing | Buffing a Vehicle | Show students the proper way to clean and buff a vehicle. |
| | | Maintenance | Vehicle Cleaning | Show students the proper way to wash and clean a vehicle. |

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11-12 | Class Rules | Classroom Clean-Up | Students will perform the basic housekeeping tasks at the end of class before leaving for the day. |

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Safety | Students will demonstrate the proper method of ingesting medication as prescribed (e.g., quantity of medicine, time interval between doses, etc.). |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Estimating Cost | Figuring Materials Cost | Students will buy materials in the lab as they need them. Quiz students on how much change they will receive. |

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Money Management | Cost Estimates | Have students figure out how much the total cost of fixing an auto using lacquer, enamel, or polyurethane. |

Transition Skill Number: 118 Transition Skill Title: Conduct bank transaction (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Banking | Students will role play opening a bank account, writing a check, making a deposit and balancing a checkbook. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Class Orientation | Safety | Explain emergency precautions for injury in the lab. |

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Leadership | Class Orientation | Have students plan fundraising projects for VICA.<br>Make use of the bulletin board for displaying events of interest (car shows, swap marts, or seminars on new materials). |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Leadership | Class Orientation | The teacher will explain VICA rules for conducting meetings. |

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library and hot line services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Continuing Education | Vocational Technical School | Invite a speaker from a vocational/technical school to explain all the programs offered. Speaker will counsel students on the community services offered (housing, financial aid, placement...etc.). |

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Community Services | Students will list the various services offered by the community and explain how such services could be utilized. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment and emergency services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Community Services | Invite guest speaker to introduce students to the community services offered to the public (DART, Highway Patrol, Employment Office, etc.) |

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Locating an Apartment | Students will role play locating an apartment for rent by reviewing the classified section. |

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Rental Agreements | Students will list the various elements of a rental agreement (e.g., monthly rent, security deposit, rights and duties of both lessor and lessee). |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Renting an Apartment | Students will list the various utilities required for a residence and explain how such services could be obtained. |

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Autobody | 11-12 | Independent Living Skills | Renting an Apartment | Students will list the various costs involved in renting an apartment (e.g., rent, utilities, maintenance..etc.). |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole number

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Ten Key Calculator | Touch Calculating | Begin by learning home keys 4,5,6, from Electronic Printing Calculator text. |

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | PC Spreadsheet Rotation | MicroSoft Spreadsheet | From DDC Spreadsheets enter data regarding grades problem to store for later use in computation. |
| Business Office Clerical | 11 - 12 | Practice Set: Vendor Van | | Count items left on truck inventory and copy to company inventory tally sheets. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Ten Key Calculator | Touch Calculating | Add single digit numbers, add each problem twice or until you get the same answer twice. |

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Office Clerical | 11 - 12 | Professionalism | Professionalism | Clock in on time clock daily, figure time daily and weekly. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | PC Spreadsheets | MicroSoft Spreadsheet | Enter formulas for multiplying columns on spreadsheet for "Inventory" exercise. |

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Office Clerical | 11 - 12 | Work Habits | Figuring Wages and Salaries | Multiply hours from time card by simulated hourly wage. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Office Clerical | 11 - 12 | Practice Set Vendor Van | Each Lesson in Set | Fill out and extend on forms for vending business to find daily and weekly totals, averages, and inventories. |

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Office Clerical | 11 - 12 | Practice Set Vendor Van | Each Lesson in Set | Determine daily, weekly, monthly, quarterly, yearly sales for specific driver or truck; find net profit/loss. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | PC Spreadsheets | MicroSoft or Perfect Calculator Spreadsheets | Develop spreadsheet for baseball and batting averages. |
| Business Office Clerical | 11 - 12 | Personal Banking | Writing Checks and Recording in Bank Register | From Basic Skills for the Office, lessons on writing checks and updating bank register. |

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Figuring Interest | Interest on Loans | Figure interest on loans and round to nearest whole dollar. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Ten Key Calculating | Salaries | Figuring salaries per lesson information, add benefits, subtract deductions to find net pay. |

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Office Clerical | 11 - 12 | Practice Set - Vendor Van | Salaries | Figure drivers' hours and pay. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems.

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Ten Key Calculator | Learning the Keyboard by Touch Lesson | Do simple problems using the keys learned for basic arithmetic problems. |

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | PC Spreadsheet | MicroSoft or Perfect Calculator Spreadsheet | Prepare spreadsheets per instructions then transfer all to graphs or charts or have computer transfer from spreadsheet to graph. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Career Training | Creative Writing | Student types a researched report on the business career training field and presents it to the class verbally. |

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | All Rotations | All Rotations | Proofreader marks will be used to communicate between business people in the office/class simulation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | All Rotations | All Rotations | Two-letter state abbreviations and abbreviated business terms will be tested and used in rotations work. |

Transition Skill Number: 22 Transition Skill Title: Use appropriate work choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Vocabulary and Spelling | All Rotations | Business vocabulary words, defined and spelled correctly for individual testing and reports. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Telephone Technique | Paraphrasing | Summarize information in chapter on telephone usage in the office. |

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employment Skills | Job Application | Role play job application completion. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Practice Sets | All Rotations | Interpret notes from simulated "Boss" to incorporate into job production work. |

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Daily Production | Daily Production | Use computer-based tools for document production after reading directions and documentation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use of standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Business Management | Business Vocabulary | Define terms related to information process and management, for use in reports and testing. |

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Job Openings | Use telephone book to identify possible job opportunities, select from yellow pages 3 companies to contact by mail. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | All Rotations | Daily Production | Begin work on PC based on written directions only, format disk, and set up a spreadsheet without help from instructor. |

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations Skills | Individual Presentations | Work in teams of 2 or 3 to prepare class presentations on work/human relations skills such as: loyalty and honesty. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Human Relations | Present reports on responsibilities and effective skills and characteristics of good leaders among the peer group, school, state, nation, and world. |

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Interview Techniques | Demonstrate after study and research proper interview techniques role playing. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Rotations | Daily Production | Complete production jobs accurately according to directions both written and verbal for each job and rotation. |

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Office Management | Individual Practice Set | Answer phone in instructor's office as needed, take messages, and correctly relate them to the proper person. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Personal Development | Human Relations | Role play difficult office situation to prepare students for stressful situations. |

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Job Applications | Compose a letter of application or resignation. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Job Applications | Practice applying for jobs by filling out various job applications. |

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Writing | Compose letter of application and resignation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Job Interview | As interviewer ask questions, student is directed to repeat and/or rephrase question to be sure she/he understands interviewer's questions. |

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communications

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Job Applications | Repeat and/or rephrase statements for clarification from job applications and role playing session. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | All Rotations | Daily Production | Accurately follow additional oral directions or orders given during class on daily productions. |

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Job Interview | Proper Interviewing Techniques | Students will practice interviewing techniques, emphasizing asking questions of the employer. |

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Safety | Work Place Equipment | Lecture and class discussion of importance of use and care of the work place and equipment. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Proofreading | Spelling | Letter production, work must not contain Any typos. |

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Memos | Memos | Type an inter-office memo following exact directions in reference manual. |

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Employability Skills | Students will: 1. Clock in everyday, 2. Title each job, and 3. Use correct heading. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Practice Set | Practice Set | For each new job in set, follow directions exactly for full credit. |

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Keeping Your Job | Discussion of "packing order" in the office. Students will list the "chain of command" in different areas of life, school, club, etc. |

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Human Relations | Human Relations | Students will present short reports on how and why loyalty to school/company/job is important along with other human relation topics. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Career Choices | Career Choices | Individual presentations on office career choices. |

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Work Ethic | Work Ethic | Write paragraphs on the importance of a positive attitude at school, home and work for an enjoyable life in general. |

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Orientation | Orientation | Students will clock in on a daily basis. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Orientation | Orientation | Time cards are graded according to punctuality of clocking in prior to tardy bell. |

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Work Pride | Speaker to talk on why pride is important on the job in keeping and progressing in your career. |

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Work Ethics | Speaker on work ethics outlining honesty in several ways. Example: 1. A day's work for a day's pay. 2. Lying/cheating on the time clock. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Work Ethics | A business person from the community will speak on the importance of dependability. |

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Orientation | Classroom Rules | Discussion and lecture on rules of class and production work. |

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability | Job skills | Daily emphases on getting to work and working for the entire period. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Work Ethics | Emphasize daily the importance of consistent work habits and pace. Student pairs to role play given script where one is responsible for setting goals and the other for the timing in getting goals accomplished. |

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Time Management | Rotation Work | Twenty hours of classroom time will be devoted to each rotation's production to complete a specific # of jobs. |

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Work Ethics | A community speaker will discuss with students the importance of exhibiting performance stability on the job. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Job Pressure | Filmstrip - "Pressure on the Job". |

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Employability Skills | Cleanliness | Community official to discuss government regulations on the job. |

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Etiquette | Show "Office Etiquette" film. Students will complete worksheet. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Etiquette | Discuss respecting property of employer and fellow employees |

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Daily Activity | Students will use reference manual and resources to successfully complete daily rotation work. |

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Employability | Role playing on giving and receiving criticism and critique. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Employability Skills | Partners will exchange compliments after discussion on how to receive praise and compliments. |

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Employability Skill | Complete a value clarification worksheet. |

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11-12 | Personality Traits | Etiquette | Filmstrip on "Acceptable Office Behavior". |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Employability Skills | Students will identify a classroom problem and use the problem solving method to solve it. |

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Employability Skills | Given a new project, students will list the new skills they need to learn to complete the project. |

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Office/Work Success | Students will discuss the importance of adaptability in the workplace and daily life. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Safety | Safety Rules | Students will produce a poster to visually explain why safety is important. |

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Safety | Emergencies | Speaker on "Safety on the Job". |

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Health and Grooming | Human Relations | Monthly "Professional Day" when students dress and groom for a job interview and/or first impression. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Dressing Appropriately | On Professional Day, students dress for job interview or review day in their office. |

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employment Skills | Job Interview | Students will select a job out of current newspaper and complete a "generic" job application form. |

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employment Skills | Job Interview | Using prepared questions, students will role play a job interview. A local business leader will speak to class about the requirements of a successful job interview. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employment Skills | Job Interview | Gather information on past employment and references and prepare a one page resume. Emphasize -<br>attractiveness<br>originality<br>Points of strength |

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employment Skills | Job Success | View film on moving up in your job. Discuss the importance of writing down tasks and instructions as you begin a new job or a new responsibility. |

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employment Skills | Job Interview | Write a letter of application to a current ad requesting information and an interview. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Job Interviewing | Students will prepare a list of personal and business references. They will contact each personal reference to ask permission for use on a resume. |

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Job Preparation | Apply for Social Security or drivers license. |

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Career Choices | Planning Your Future | Counselor will test students to identify their occupational abilities and interests. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Career Choices | Exploring Business Fields | Research areas of interest and prepare an oral report on one. |

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Career Choices | Choosing Wisely | Speaker on goal setting along with interests, abilities, and realistic availability. |

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Employability Skills | Employment Tests | Students will practice common employment tests such as: typing, proofreading/editing, and different types of questioning. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Classroom Management | Orientation | Students will discuss appropriate classroom/work place behavior. View filmstrip on acceptable behavior. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Understanding Self and Others | Students will write a research report on management styles for presentations to class. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Successful Working Relations | Prepare a poster, as a team, to inform school community about the Business Information Processing class. |

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Communication | Human Relations | Students will identify different personalities of teachers. They will write a short analysis to describe student's efforts to get along with each different personality. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Classroom Management | Orientation | Students will clock in on the time clock daily. |

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Youth Leadership Organization - BPA - (Business Professionals of America) | Social Interaction | Plan and attend club holiday activities. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Youth Leadership Organization - Business Professionals of America | Communications | Attend club meetings. |

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Communication | Groups will observe individuals and express compliments and critique of role playing exercises. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Communication | Students will role play introductions and relaxed conversations with new acquaintances. |

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Communications | Students will role play the situation of being the new person in school/on the job and have others draw them into conversation. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversation

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Business Professionals of America | Communication | Students will form groups to discuss club goals. |

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Communications | Students will read and research interview methods or ways of expressing complaints appropriately. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Successful Working Relations | Students will role play handling disagreements. |

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Orientation | Classroom Management | Students will discuss class rules related to helping each other. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Orientation | Classroom Management | Discussion of how students may be asked to help others. |

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Business Professionals of America | Club Meeting | Students will prepare club banquet and introduce guests. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Business Professionals of America | Club Meeting | Students will work with other club members regardless of their classification, family orientation or religion. |

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked (i.e., name, address, phone number, social security number)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Orientation | Introduction | Students will complete forms for teachers to use on schedules and personal information. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Business Professionals of America | Contest and Club Travel | Students will individually order their food from the menu during a club trip. |

Transition Skill Number: 110 Transition Skill Title: Demonstrate ability to read labels (e.g., food, packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Orientation | Introduction | Students will discuss the importance of reading labels for proper use of office equipment. |

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Human Relations | Personal Grooming | Speaker on "Dressing for the office." |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Orientation | Introduction: Personal Development Skills | Students are instructed as to the need to keep work area and office clean and free of clutter. |

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Practice Sets | Rotation | Students will role play making change for a customer from petty cash fund in the office. |

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Business Professionals of America | Fund Raising | Students will write a plan for fund raising for next year based on projected budget requirements. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Practice Set | Rotation | Student will simulate filling out deposit slips and writing checks. |

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Orientation | Introduction | Students are presented with information concerning fire drills, tornado drills, and illnesses in the classroom/work place. |

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities (e.g., demonstrate knowledge of available community resources, engage in group and individual activities, choose and plan activities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Business Professionals of America | Club Area Contests | Students will prepare individual itineraries for their free time at contests. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship (e.g., demonstrate knowledge of civil rights and responsibilities; know nature of local, state and federal governments, demonstrate proper voting procedure)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Business Information Processing | 11 - 12 | Introduction | Human Relations | Role play work related situations regarding the worker's responsibility. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Management | 7 - 8 | Foods | Understanding and Using Recipes | Read measurements in a recipe, properly measure the amount in a standard cup or spoon. Use daily food guide to obtain adequate nutrients. |
| | | Clothing | Clothing Inventory | Count items in wardrobe to know what to add. |

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Accounting | Time | Write the time on time card. |
| Life Management | | Sewing | Measuring Body Size | Read the tape measure for body measurements, determine size of clothing. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Foods | Meeting Nutritional Needs | Dietary inventory - analyze a menu by counting the number of servings from each food group in it; subtract them from the recommended number. |

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Accounting | Balancing a Checkbook | Balance a checking account, add amounts for deposits and subtract amount when checks are written. |
| | | Time Worked on the Job | Payroll | Subtract the amount of time worked: Beginning and ending time. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Foods | Increasing and Decreasing a Recipe | On paper, divide a recipe in half (and) increase it by 2 and 3. Use whole numbers which remain whole when multiplied and divided. |

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Management of Resource | Time Management | Determine how much time, money, or resource can be saved in a given situation. |
| | | | Money Management | Unit pricing - compare four brands of animal crackers for cost, nutrition and taste. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Foods | Measuring Fractions of a Cup or Spoon | Use recipes containing fractions. Cut-up paper plates can show how a whole can be divided into 4 fourth, 3 third, 2 half portions. |

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Time Keeping | Documenting Time on the Job | Add fractions of an hour when figuring time worked. |
| | | Measuring | Using Recipes | Increase and decrease a recipe using fractions of a cup or spoon. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Pay for Work | Wage Earning | Determine the money earned in a given job. Figure wages per hour/day/week if given a monthly or yearly salary figure. Compare types of payment: piecework, hourly, monthly, yearly. |
| Life Management | | Foods | Unit Pricing | Find unit price. |
| | | | Comparison Shopping | Buy items on sale and compute how much money was saved. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one and more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Investment | Figuring Interest Savings Account | Compute interest on savings account. |
| | | | Investing in the Stock Market | Choose several stocks to follow on the NYSE for a period of 6 weeks. Use a conversion table to change the fractions to decimals. Buy shares in lots of 100's and move the decimal 2 places to the right. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problem

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Accounting | Balancing a Checkbook and Earning Interest | Balance a checkbook and figure interest on a savings account. |
| Life Management | | Purchasing of Foods | Wise Shopping | Budget for grocery shopping and figure various unit prices. |

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Employability Traits | Reading a Schedule | Determine the time between points of a bus schedule. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Nutrients | Nutrition and You | List foods which contain a given nutrient. Compare choices of foods for a diet to promote good health and those which might contribute to health risks (heart attacks, diabetes, etc.). |
| Career Investigation | | Assessment | Assessment of Interests | Formal and informal tests to determine interests. |

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Economics | Understanding the Stock Market | Choose some stocks on the NYSE to follow for several weeks, write the complete name for each stock selected, rewrite a newspaper advertisement using the complete word for each abbreviation. |
| Life Management | | Food Preparation | Understanding Recipes | Write the words for abbreviations used in measuring food ingredients in a recipe, use in a lab experience. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Relationships | Positive Self-Image | Write an autobiography describing yourself. |
| Career Investigation | | Interviews | Seeking a Job | Use a video recorder to do an interview for a job. |

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading message to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Search | Labor Market Information | Read an article in the newspaper and summarize it. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Application | Understanding Applications | Fill out a sample application form for a hypothetical company and job. |

Transition Skill Number: 26 Transition Skill Title: Understand the meaning of words in sentences

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Opportunities | Using the Occupational Outlook Handbook and Dictionary of Occupational Titles | Using the Dictionary of Occupational Titles or Occupational Outlook Handbook, read a job description, the requirements necessary for it, etc. Look up in the dictionary any terms not understood. Substitute a synonym for each word looked up. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Management | 7 - 8 | Communication | Sending Messages | Write an article for the school newspaper to promote an activity, give an announcement on the school P.A. system directing attention to a display case. |

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Resources | Using the Telephone Book as a Resource | Use the telephone book (Yellow pages) to look up the name, address, and telephone number of five companies which offer a given service (e.g., repair, air conditioning repair, etc.). |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Reading Labels | Understanding Labels | Compare labels of comparable food items to determine ingredients, nutrients, claims, cost, etc. (example: chicken noodle soup). |

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management and Career Investigation | 7 - 8 | Effective Communication | Using Communication Skills | Make a speech at a PTA meeting about the activities and accomplishments of the class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Communication | Following Directions | Give directions to other students to perform a skill or task (teach or give a demonstration). |
| | | Child Care | Speech Development of a Child | Teach a child how to say and use new words. |

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management and Career Investigation | 7 - 8 | Effective Communication | Using Communication Skills | Students role play behaviors during speech. Critique the behaviors. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Self Care | Grooming | Read label and use a grooming product such as make-up to enhance one's looks. |
| | | Self Care | Using Laundry Procedures and Products | Describe the procedures for correctly doing laundry and using laundry products. |

Transition Skill Number: 34 Transition Skill Title: Communicate Effectively by Phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Managing Resources | Comparison Shopping | Call for prices of a given product. Place an order for supplies to a local retailer. |
| Career Investigation | 7 - 8 | Personal Traits | Effective Communication | Call the local Chamber of Commerce for a list of available speakers for a class - make plans with one speaker to come. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Management | 7 - 8 | Stress Management | Managing Stress | Role-play situations such as family relationships - problems in the home, peer relationships, etc. |
| Career Investigation | 7 | Effective Citizenship | Citizenship Contest | Give Community talks relating to needs of the program, go before the advisory council to convince them to support a citizenship contest. |

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Common Skills Transference | Guest Speaker | Write a thank you letter to a public speaker or parent who visited the class and shared occupational information. |
| | | Employment Skills | Employment Application | Write a letter of application for a job and a resume. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Employability Traits | Communicating Adequately With Others | Write a flyer as promotional material for a certain career. |
| Life Management | 7 - 8 | Relationships | Interpersonal Skills | Write a "Dear Abby" column in a class newspaper. |

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Labor Market Information | Understanding Basic Economics | Summarize a talk given to the class by an outside speaker. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communications

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Labor Market Information | Understanding Basic Economics | Take part in a question and answer period after talk by an outside speaker. |

Transition Skill Number: 41 Transition Skill Title: Interpret oral direction/orders

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Management | 7 - 8 | Physical Care of Babies | How to Bathe a Baby | Follow directions on "how to bathe a baby." |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Kitchen Equipment | Small Kitchen Materials | After reading about small kitchen utensil, students will go to the kitchens to find each item. |

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Kitchen Appliances | Small Electrical Appliances | Demonstrate the use of small kitchen equipment (electrical) by making a food item. Share food with class. |
| Life Management | 7 - 8 | Sewing | Care and Use Of Sewing Machine | Identify the parts of the sewing machine.<br>Use the machine to construct a small item.<br>Show how to clean and oil the moving parts of the sewing machine. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Product quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Baked Products | Buttermilk Pancakes | Successfully prepare buttermilk pancakes according to a recipe. |

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Management Skills | Following Directions | The student will organize occupations into specific career clusters. |
| Life Management | 7 - 8 | Management Skills | Following Directions | Proper headings are expected on every paper which is turned in to the teacher. |

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Classroom Rules | Evaluation | Put your test in a stack when you finish. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Traits | Abilities for Career Success | Set up a folder for the class. Each week the student will record his/her own accomplishments, figure the weekly grade based upon work done, and keep an account of money earned and spent. |

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Characteristics | Entrepreneurship | Organize the class into groups. Each group will have a manager. The group managers are responsible to the teacher (C.E.O.). |
| | | Orientation | School Rules | Invite the principal to speak to the class regarding school rules, dress code, etc., and the importance of following them. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Traits | Loyalty | Use a case study to evaluate loyalty to the company. (Example: theft, conflict of interest, time away from job, bad-mouthing the company,etc.) |
| Life Management | 7 - 8 | Relationships | Displaying Loyalty | Appraise those factors which promote positive interpersonal relationship.<br>Have a campus clean up day.<br>Clean trophy case. |

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Opportunities | Career Decision-Making | Students will identify two occupational clusters which are of interest to them. Then they will select one occupation to write a research paper on.<br>Guest speakers on a variety of careers.<br>Career Day. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Opportunities | Career Success | Students will compose a list of procedures to be followed each day to allow for maximum work accomplishment. |

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Traits | Career Success | Extra bonus pay are added to the payroll account if no days are missed during the semester. Three (3) sick days are allowed per semester - after which deductions are made for missed "work days". |

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Traits | Employability Traits | Deductions are made in the pay-roll for tardies.<br>Occasionally, a small treat is given to those students who are consistently present and on time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Opportunities | Career Success | Make a logo for a future business. The best ones will be displayed in the room.<br>Prepare a business card. |
| Life Management | 7 - 8 | Child Care | Toy Selection for Children | Make or select a toy for a child of a given age. It must be safe as well as appropriate for play and learning. |

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Banking | Keeping a Personal Account | The student is responsible for keeping an account of money earned, deductions taken, and checks written. Money earned will be spent at the auction at the end of the year. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Traits | Dependability On the Job | The student will keep a folder with all activities in it. when activities are checked, the student will record them on a grade sheet.<br>It is the responsibility of the student to make up any missed work to get credit in the class. |
| Life Management | 7 - 8 | Personal Relationships | Daily Food Guide | In groups, the class will research the Daily Food Guide. Each individual and each group must participate to cover the information which is then presented to class. |

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Opportunities | Productive Work Habits | The students will follow the five(5) posted work rules. This begins with the fact that they will be in their chairs with necessary supplies, ready to begin work when the bell rings. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Traits | Leadership | Group leaders get folders for their table and distribute them so everyone is ready for class to begin. |
| Career Investigation and Life Management | 7 - 8 | Personal Traits | Responsibility | Tutor another student who has a language difficulty. |

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Self Appraisal | Assessing Individual Interests | A series of tests are taken to assess interests. First informal tests are taken before the IDEAS test is administered. These must be done within a 3-day period. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Lab Planning | Time Management | A time schedule is devised so that a group will take 10 minutes for preparation of food, 15 minutes for eating, and 10 minutes for clean-up. If the schedule falls behind, time must be made up during eating. |

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Clothing Construction | Sewing | When there is a sewing error, it may be necessary to rip some stitches. The project must be completed to be graded - even if extra time is spent on it outside of class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Application | How To Apply For a Job | Complete a job application correctly and neatly in one class period. |
| Life Management | 7 - 8 | Meal Preparation | Preparation Of a Nutritious Breakfast | Make a balanced breakfast, (juice, coffee, pancakes, sausage and hot chocolate). Prepare, serve, eat, and clean-up in one class period. |

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Food Laboratory | Lab Experience | Keep kitchen clean as food is prepared.<br>Wash all dishes and cooking utensils and put away properly by the end of the lab. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Self-Appraisal | Personal Traits for Career Success | Make a video recording of several current TV programs which include these types of situations; The Simpsons, The Cosby Show, etc.. Critique the respect or lack of respect shown by individuals. Relate this to work success. |
| Life Management | 7 - 8 | Self-Concept | Developing Positive Qualities for Interpersonal Relationships | Role-play where students interact with police officers, principals, teachers, clergy, parents, etc., as well as peers, friends, etc.. |

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Kitchen Management | Using Resources | Share equipment in kitchens. Students will put the items they use back in the proper place for others to find easily for their use. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | All Areas | All Areas | The students will attend tutorials whenever absent to make up missed activities. They may ask for help from their group manager as needed. |

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Self-Evaluation | Determining Strengths and Abilities, "Having the Will to Improve" | Complete a short questionnaire to rate strong points of one's self as well as weaknesses. Have each member of the "working group" do the same for each person. Compare how the group members ranked each student then set forth a plan in writing for individual improvement. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Self-Image | Guess Who? | List good qualities of a member of the class, but put no name for that person. The class will guess who the individual is. If correct, the person will respond to the compliments appropriately. |

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Self Assessment | Taking Responsibility for One's Behavior | Deductions will be made for misbehavior of individuals from their payroll accounts. Students will be responsible for monitoring the deductions. |
| Life Management | 7 - 8 | Being a Citizen | Taking Responsibility for One's Behavior | Write a short essay about a famous person who assumed responsibility for his/her mistakes and how the mistake was corrected. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Food Preparation | Lab Evaluation | After a food preparation class conduct self-evaluation of the cooking lab. Rate each aspect of the lab and success achieved. What will be changed to make the next lab more successful. |

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Selecting a Career | Using the Decision-Making Process to Make a 4-Year Plan | Have students list 2 careers in which they are most interested. Use the decision making process to select one and make a 4-year plan for high school. |
| Life Management | 7 - 8 | Decision-Making | Making Major Decision | Have students identify 5 major decisions they will make during the next 5 years. Choose one to complete all steps of the decision making process. |

**DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM**

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Using the Dictionary of Occupational Titles (D.O.T) | Discovering Information About Careers | Look up 5 occupations in the D.O.T.. List the responsibilities and education/training for each. |
| Life Management | 7 - 8 | Human Resource Management | Internal and External Influence on Resources Management. | Have students demonstrate how to cut up a pineapple. Videotape and share different ways to accomplish this unfamiliar task. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 9 | Identify Career Opportunities | New and Emerging Occupations | Students will compare a declining occupations such as (e.g., cobbler and fast-growing occupations (e.g., computer programming). |
| Life Management | 7 - 8 | Making Decisions | Choices are Important and Necessary | Look up the word "alternative", define and give two "choices" you have made in the last 24 hours. Were they wise "choices"? |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Safety | Observe Safety Regulations on the Job | Take a field trip to a construction site. Observe the safety regulations which are followed, (hard hats, protective gloves, etc.). |
| Life Management | 7 - 8 | Sewing | Using a Sewing Machine Safely and Correctly | The students will make a simple project using a sewing machine. Care is given to avoid accidents. |

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Safety on the Job | Job Emergencies | View a video on the job of a paramedic. Evaluate how their job could be essential when safety rules are not followed. View a film on C.P.R. |
| Life Management | 7 - 8 | Safety in the Kitchen | Follow Safety Rules to Avoid Accidents | List safety rules for working in the kitchen. If these are not followed and a fire, burn, cut, etc. occurs, what emergency steps should be taken. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Employability Traits | An Employee Should be Clean and Well-Groomed for Work | Compare a well-groomed person for work to one who is not. What are the benefits of good hygiene on the job? The possible problems that could occur if not well-groomed. |

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Traits for Career Success | Proper Dress for Work | On a given day, students will dress for school the way they should dress for a job interview. |

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Application | How to Successfully Fill Out a Job Application | The student will fill out a job application form following guidelines regarding neatness, accuracy, and honesty. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Interviewing Skills | Dress Appropriately for a Job Interview | Cut out pictures from magazines/catalogues to depict the proper dress for a variety of jobs and for different ages. |

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Finding a Job | Writing a Resume | Students will view a video showing resume writing procedure and then write a job resume correctly. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills (e.g., request a raise, route to promotion)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Opportunities | Advancement in One's Career | Apply for the position of manager of a class group. Explain why you should receive the promotion. |

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Application | How to Write a Letter of Application | Using a form letter, fill in information about yourself to market your skills in a given occupation. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Application | References for Job Application | Give two references to be used if needed for a resume. Include name, address, and telephone number. |

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Employability Traits | A Social Security Card and Number are Necessary for Employment | Fill out a form to apply for a social security card. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Selection | Narrowing Career Choices | Choose two career clusters and research them. Students will use the information to select a career. |

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Educational: Career Planning | Using the Appropriate References | Use the D.O.T. or O.O.H. to find information regarding job descriptions, education, requirements, job outlook, and possible salaries for careers in which the students are most interested. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Educational and Career Planning | Setting Career Goals | Develop an individual career/education plan. Select courses for a 4 year high school plan. Plan a career time-line. Write goals for the immediate future, 5 years, 10 years, 20 years, etc.. |

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Employability Traits | Using Skills to Obtain a Job | Take a sample employment test. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Societal Factors | Opportunities for Employability | Role play situations showing a job that a younger person would typically have. |
| Life Management | 7-8 | Child Care | Childhood Stages | Observe children of varying ages to compare the social development of each child. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Career Opportunities | Developing a Realistic Perception of Work | Expose team members to different styles of supervision by alternating the team leader. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Career Opportunities | Work Habits and Attitudes for Career Success | As a team, prepare a class presentation to teach one career cluster to the other groups in class. |
| Life Management | 7-8 | Food | "2 inch - Bread Laboratory" | Plan a laboratory to prepare pancakes as a group. Each student has a different (and specific) role to complete the laboratory successfully. |

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Self-Appraisal | Relationships are Important for Career Success | Assign students in hetrogenrous working groups which possess a variety of personal qualities. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7-8 | Employability Skills | Developing Productive Work Habits | Students will clock in for "work" each day as they come to class. (A time card will be used - deductions taken for tardies and excessive absences.) |

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7-8 | Work Related Skills | Developing Social Skills | Invite the principal to visit the class to participate in a class activity. |
| Life Management | 7-8 | Food | Planning a Party | Plan, prepare and serve food to teachers as they come to the room for a "Teacher's Thank You Party". |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Outlook for Jobs | Career Fair | Carry out a "Job-Fair" so students can speak with representatives of various companies about their jobs. |

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to other at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Career Opportunities | Presenting Career Cluster | Have students critique each other when doing class presentations. |
| Life Management | 7-8 | Food | Laboratory Evaluation | Conduct a self-evaluation of laboratory skills. Follow it with a teacher evaluation which includes positive qualities of the laboratory areas which should be improved during the next laboratory. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7-8 | Career Opportunities | Career Exploration | Invite parents to visit class and explain their job. The students will ask questions regarding experiences on the job. |
| Life Management | 7-8 | Personal Relationships | Learning to Communicate | On their own time, students will volunteer to help members of the community in homes for the aged, hospitals, etc. by visiting and keeping them company for a short time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Career Opportunities | Explore Career | Invite parents to visit classroom and explain their job. The students will ask questions regarding experiences on the job. |
| Life Management | 7-8 | Personal Relationships | Learning to Communicate | On their own time, students will volunteer to help members of the community in homes for the aged, hospitals, etc. by visiting and keeping them company for a short time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7-8 | Career Opportunities | Explore Career | Invite parents to visit class and explain their job. The students will ask questions regarding experiences on the job. |
| Life Management | 7-8 | Personal Relationships | Learning and Communicate | On their own time, students will volunteer to help members of the community in homes for the aged, hospitals, etc. by visiting and keeping them company for a short time. |

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7-8 | Productivity | Work Improvement | Managers will suggest ways to improve the work done by members of their groups. |
| Life Management | 7-8 | Consumerism | Use Appropriate Recourse When Dissatisfied With a Purchase | Write a letter to the Better Business Bureau to tell of a flaw in a product. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Communications | Realistic Work Situation | The group manager is in control of the group and will show respect to other members over which he/she has control. |
| Life Management | 7-8 | Communication Skills | Self Expression | Role play a disagreement: 1. Argue as a means of trying to settle the dispute. 2. Use "I" message to share how. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Work Related Skills | Learning to Assist Others | Tutors will help other students by being mentors in areas of expertise. |

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Work Related Skills | Learning to Assist Others | Tutors will help other students by being mentors in areas of expertise. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7-8 | Foods | Learning Table Manners | Students will share rules of etiquette by demonstrating a variety of table manners. (Example: Eating soup, proper use of flatware, setting a table, etc.) |

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation /Life Management | 7-8 | Personal Social Skills | Accepting Others As They Are. | Students will discuss what makes them individuals within their families, their friends, and their school. Determine the need for each person to be different and yet fit into society as a whole. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7-8 | Employability Skills | Answering the Telephone and Relaying a Correct Message | Role play a telephone conversation in which personal information must be given. |
| Life Management | 7-8 | Management of Resource | Ordering a Product by Telephone | Provide necessary correct information when ordering a product over the telephone. |

DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS
ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation /Life Management | 7-8 | Life Skills | Using Street Signs to Locate Places of Importance to the Student | Put up mock street signs in various areas of the room. Have students go to designated "streets". (Example: If a student is wearing the color red - he/she should go to "Main Street", if blue - go to Elm Street, etc.) |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Independent Living Skills | Social Skills | Students will role play ordering food from a menu. |
| Life Management | 7 - 8 | Etiquette | Eating Out | View a video to learn the "do's" and "dont's" of eating out. Include reading a menu, ordering, and tipping. (If possible the class might eat out and follow the suggestions). |

Transition Skill Number: 110 Transition Skill Title: Demonstrate ability to read labels

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Skills | Reading Labels | Read labels to know if the contents of a container are dangerous or must be handled with care when used. |
| Life Management | 7 - 8 | Consumer Skills | Reading Labels | Students will compare products by reading their labels. Use the labels to make a bulletin board showing differences and similarities in labels. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Self Appraisal | Identifying Lifestyles, Needs, and Desires | Students will watch pre-recorded television advertisements. Students will list necessary and luxury items in two different columns. |
| Life Management | 7 - 8 | Consumer Skills | Purchasing Food for Family | Students will be given different amounts of play money. Using the grocery advertisements from newspapers, they will spend their "money" on products. Then the students will evaluate the purchases and determine if the money was spent wisely. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Societal Factors | Selecting Appropriate Clothing for Job | Select pictures from a catalogue which show appropriate clothing for a person working at a fast-food restaurant, at a bank, and another for school. Compare the cost of each garment. |
| Life Management | 7 - 8 | Consumer Skills | Buying Clothes for Oneself | Use a clothing catalogue to plan for buying one new outfit needed for school. |
| | | Personal Appearances | Caring for Clothing | Students will bring tags from articles of clothing to school. They then will read the "care" instructions and sort the clothes accordingly. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Life Management | 7 - 8 | Care of Clothing | Washing Clothing | Teacher shows major types of laundry products by category: bleaches, pre-washes, detergents, softeners, fabric finishers. After sorting a variety of clothes into color groupings, pre-treat any stains or spots with a pre-wash product. Then, wash the clothes in the washing machine. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Personal Service Cluster | Performing Jobs Found in the Personal Service Cluster | List as many occupations as possible which are involved in taking care of the home/office. Carry out as many of these jobs as possible in the classroom. Students will be paid play money for each, at a realistic rate of pay for each job. |
| Life Management | 7 - 8 | Taking Care of a Home | Maintaining a Home | Using a master list, students will work in pairs to do routine housekeeping activities in the room. (Wash windows, take out the trash, wash and dry dishes, dust, vacuum and sweep the floor, etc.) |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Health Cluster | Occupations in the Health Cluster | One student can pretend to be a pharmacist and count M&M's for a variety of small bottles (colors can be separated to represent different medications; jelly beans or gum drops may also be used). Another student can label the bottles, another can be a prescribing doctor, another a nurse, parent, patient, etc. During the day a timer could be set and the medication taken. |
| Life Management | 7 - 8 | Good Health | Maintaining a Healthy Body | After the teacher fills several bottles with colored water, students will measure the prescribed amount in a standard measuring spoon. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Self Appraisal | Developing Lifestyle Abilities | Students will set up a "bank". Then they will devise a buying and selling game using play money. |
| Life Management | 7 - 8 | Daily Living Skills | Managing Family Finances | Identify and count authentic money. Students set up a "grocery store" to practice making change for customers. |

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management planning and budgeting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Using Resources | Economics of Business | Do a break-down of the cost of a hamburger. If the burger costs $1.49, how much is material cost, labor, facility up-keep, profit, etc? |
| Life Management | 7 - 8 | Money Management | Planning a Budget | Estimate the cost of living for one person per month in the areas of basic need- housing, clothing, food, utilities, insurance, transportation, etc. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Career Opportunities | Using the Bank | After inviting a local bank employer to explain banking, students will role play bank transactions (opening an account, depositing and withdrawing money, purchasing traveler's checks, etc.). |

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Job Safety | Safety in the Work Place | Know escape routes from one's place of work. Students will be shown how to extinguish different types of fires. |
| Life Management | 7 - 8 | Child Care | Safety for Children | Discuss emergency telephone numbers to seek help. Share the importance of having emergency numbers posted near the telephone. Know the address of the home as well as the telephone number. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Leisure and Work Time | Planning for Leisure Away from Work | Students will demonstrate hobbies, share interests, discuss feelings about free time.<br>Students will make a bulletin board illustrating pictures of possible uses of leisure time. Add specific addresses and names for local facilities which might be used for each activity. |

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Public Service Cluster | Careers in Public Service | Invite a local judge to talk about rights and responsibilities of citizenship. |
| Life Management | 7 - 8 | Citizen Responsibility | "What is Citizenship?" | Students discuss "citizenship" and collect articles to represent responsibilities of citizenship. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation and Life Management | 7 - 8 | Community Assistance | Utilizing Community Services | Invite a resource person to relate local community services. This would include representative of the local welfare agency, chamber of commerce, and other agencies. |

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Public Service Cluster | Understanding Public Services Available. Opportunities in Public Service Occupations. | Invite a police officer to lecture about the responsibilities of law enforcement, the assistance available, and how citizens may obtain services. |
| Life Management | 7 - 8 | Child Care | Protecting Children from Abuse | Invite a child welfare representative to share information about child welfare laws and what services are available for help and counseling. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment, and emergency services, etc

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation and Life Management | 7 - 8 | Community Services | Understanding Your Community | Using yellow pages of the phone book, look up a variety of services offered in the community. Find the address, the telephone number, and any other information concerning the service. Call one service and request information to share with the class. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease, or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Independent Living Skills | Selling or Leasing Housing | Make a yard sign to sell a property you own. Pretend you are a real-estate agent and lease or sell a house or apartment to a prospective buyer who is moving into your area. |
| Life Management | 7 - 8 | Housing | Locating Suitable Housing | Find one of each of the following items in the advertisement section of the newspaper: 1) a house for rent. 2) a house for sale. 3) an apartment for lease. Give the location, description, and price for each one. |

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreement and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation and Life Management | 7 - 8 | Daily Living Skills | Selecting a Home | Read an example of a rental agreement and fill out the blanks in a lease with the necessary information. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Career Investigation | 7 - 8 | Public Service Cluster | Jobs in Utility Related Professions | Invite a representative of the local power company to discuss the available jobs in the company. Share what steps need to be taken to apply for and receive power for one's home. |
| Life Management | 7 - 8 | Housing and Resources | Utilities are Important to Understand | Learn how to read a meter and compute the cost for electricity. Discuss how to save on the electric bill. |

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Life Management | 7 - 8 | Independent Living Skills | Maintaining a Home | Prepare a monthly budget for maintaining a house. Include monthly payment/rent, taxes, yard maintenance, and exterior and interior upkeep. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Club | Elect Officers | Students will tally votes. |

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Growth and Development of Children | Physical Developmental Differences | Students will compare height and weight differences in pre-schoolers and school age children. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Organizational Techniques | Math Skills | Prepare addition and subtraction activities to teach in kindergarten and primary classrooms. |

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Organizational Techniques | Math Skills | Prepare a game using addition and subtraction using multiple digit whole numbers. |

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Organizational Techniques | Math Skills | Prepare a folder game using multiplication and division of single digit whole numbers. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership | Fundraising | Compute amount of money raised for class goal. |

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Techniques | Math Skills | Prepare a game with word problems using addition, subtractions, multiplication, and division to use in classroom. |

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Techniques | Math Skills | Prepare a folder game identifying and writing common fraction problems. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Techniques | Math Skills | Prepare a game adding and subtracting fractions. |

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Technique | Math Skills | Prepare a game multiplying and dividing fractions. |

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Techniques | Math Skills | Prepare an excercise sheet to illustrate solving word problems using common fractions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmatic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Managment | 11 - 12 | Leadership | Money Managment | Determining amounts of money to spend on club activities to stay within budget. |

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Skills | Math Skills | Prepare a worksheet to read and write decimals in more than one place. |

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Skills | Math Skills | Preparing a chart rounding off decimals to one or more places. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Skills | Math Skills | Prepare an exercise sheet to teach addition and subtraction of decimals in one or more places. |

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Organizational Skills | Math Skills | Prepare an exercise sheet to teach the solution of word problems with decimals in one or more places. |

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Organizational Skills | Math Skills | Using a calculator, students will average their grades. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Growth and Development of Children | Physical Development | Compare height and weight differences in school age and pre-school children. |

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Growth and Development of Children | Developing Acceptable Behavior Patterns | Write a paper stating your opinion of why a child behaves as he or she does. |

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Child Care | Child Abuse | Describe in a letter to other students procedures for responding to child abuse. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership | Club Titles | Define the following: FHA, HERO |

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Growth and Development of Children | Promote Positive Reinforcement | Emphasize using positive reinforcement instead of negative reinforcements when criticizing children's work. |

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Child Care | Child Abuse | After reading and discussing signs of child abuse write 10 signs of child abuse. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Organizational Policies and Procedures | Complete weekly journals and daily sign in sheets. |

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Effective Communication | Write letters and memos to child care staff. |

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Growth and Development of Children | Developmental Differences in Children of Various Ages | As reading is done in class, words are pointed out and defined. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Growth and Development of Children | Developmental Differences in Children at Various Ages | As reading is done, unfamiliar words are pointed out, defined, looked up in dictionary, and pronounced correctly. |

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Dependability and Punctuality | Find phone numbers of your school to call when absent. |

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Effective Communication Skills | Tell someone else how to get to their elementary school. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or a group

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Child Care | Teaching a Lesson in Kindergarten | Teach a lesson in a kindergarten classroom about child care. |

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Child Care | Teaching a Lesson in an Elementary Classroom | Teach a lesson in an elementary classroom with a reading group and pronounce words correctly. |

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Child Care | Teaching a Lesson in a Kindergarten Classroom | When teaching a lesson in a kindergarten class be sure to use eye contact, posture, and gestures. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Child Care | Teaching a Lesson in Kindergarten Classroom | While teaching a lesson in a classroom give directions to kindergartners on how to complete an activity. |

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Guidelines for Informing Teachers When Absent | Students will role play using the telephone to inform school personnel about an anticipated absence. |

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Planning Assignments | Students will role-play proper and improper methods of approaching and planning required activities. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal and Business Management | Writing Letters | Students will compose written correspondence to staff workers and associate elementary schools. |

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Condense Statements on Application Forms | While completing a job application form, students will summarize their reasons for leaving a previous job. |

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Child Care | Grammar and Spelling | Practice writing elementary classroom sentences using paper manuscript lettering. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Physical Facilities for Care of Children | Paraphrasing or Restating Information | Write a paragraph restating what information a guest speaker says about controlling the facilities at a child care center. |

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Plan and Conduct Leadership Activities | Students will interview and introduce each other to the rest of the class. |

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Oral Directions | Students will complete their homework according to the teacher's instructions. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Teaching Methods | Teaching Methods and Skills | When teaching a lesson be sure everyone understands by asking questions about instructions just given. |

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Safety and Safe Working Condition | Use of Equipment | Demonstrate proper use of the following equipment: Ellison die-cut, laminator, opaque projector, Ditto machine, and paper cutter. |

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Providing Child Care | Teaching Methods and Skills | Students are evaluated and graded on quality of activities prepared for classroom. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Child Care | Nutritional Value Of Snacks and /or Meals. | Plan a week's menu for a pre-school child with nutritional values of foods. |

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Planning and Organizing Work | Explain learning activities to a class using only one direction. |

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Providing Child Care | Teaching Methods and Skills | After explaining learning activity re-state all steps to complete the project. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Ethical Practices and Responsibilities | Class discussion of teacher and principal's roles at elementary school students are assigned. |

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Ethical Practices and Responsibilities | Demonstrate respect for confidentiality of events, etc., that take place at student specific elementary school. |

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Employment Opportunities and Preparation Requirements in a Chosen Field | Make a 1 year, 5 year, or 10 year career plan with specific goals. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Productive Work Habits and Attitudes | Write a one paragraph paper stating why a good attitude is essential when dealing with a supervisor. |

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Dependability and Punctuality | Discuss procedures when going to be absent from elementary school. Calling teacher and teacher coordinator. |

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Dependability and Punctuality | Students are responsible for arriving at their elementary schools on time and returning to school on time daily. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Ethical Practices and Responsibilities | Make a pamphlet stating a minimum of 10 ways to show pride in work. |

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Ethical Practices and Responsibilities | Make a poster stating why honesty is a must when working with an employer. |

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Ethical Practices and Responsibilities | Class discussion on what happens when you are absent and your teacher is depending on your activity in her lesson plan. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Organizational Policies and Procedures | Class discussion on what would happen if everyone enrolled in this course breaks rules. Stress the importance of everyone observing and following rules. |

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Productive Work Habits | When discussing evaluations completed by teacher emphasize how students can score high on initiative column by finding additional things to do at their elementary school. |

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Evaluation | Work at a Consistent Pace | Discuss how to get and maintain a good grade by working at a consistent pace. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Time Management | Apply Principles Of Time Management | Complete all tasks assigned by teacher on weekly lesson preparation. |

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Successful Employment | Work Stability | Have a principal come to class to state why it is important to stay at one elementary school for the entire year. |

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11-12 | Time Management | Principles Of Time Management | Complete all tasks assigned by teacher on weekly lesson preparation. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Class Orientation | Organization of Classroom | Discuss how the classroom must stay organized and clean to maintain organization. |

Transition Skill Number: 64 Transition Skill Title: Display respect for others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Skills, Characteristics, and Responsibilities of Leaders | Complete a given activity in a given amount of time, stressing to accept everyone's opinions and input. |

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Class Orientation | Class Orientation | Discuss rules for using other student's supplies and checking out materials from classroom. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership | Working as a Group | Students will complete an assigned activity utilizing verbal and non-verbal communications. |

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Appropriate Teaching Methods and Skills | Discuss 6 weeks evaluation from elementary school teacher. Discuss how to improve in areas not having a perfect score. |
| | | Skills Related to Human Relations | Accept and Use Criticism | Write paper explaining how to use criticism from last evaluation. |

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Appropriate Teaching Methods and Skills | Class discussion on how to accept a compliment or praise and what to do with it. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/ behaviors

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Successful Employment | Demonstrate Dependability and Punctuality | Class discussion on the importance of assuming responsibility for one's own mistakes. |

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Appropriate Teaching Methods and Skills | Discuss 6 weeks evaluations from elementary school teacher and ways to improve areas scored low in. |

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Personal and Business Management | Problem Solving | Define one personal problem and write how using the decision making process can help solve the problem quickly and efficiently. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Growth and Development of Children | Identifying Different Kinds of Play in an Elementary Classroom | Complete observation forms in a kindergarten classroom and start children in different types of play. |

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal and Business Management | Identify Effective Supervisory Techniques | Write a paragraph explaining how to handle a situation at your elementary school that has changed to your dissatisfaction. |

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Safety and Human Relations | Classroom Orientation | Explain and discuss how to safely use all equipment in the classroom: laminator, paper cutters, overhead projector, etc.. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to the Care of Children | Handling Emergencies in the Classroom Setting | Complete form listing all telephone numbers for emergency situations.<br>Discuss emergency policies and procedures of an elementary school. |

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Human Relations and Personality Development | Maintaining Good Health and Proper Appearance for Effective Job Performance | Have a guest speaker state how important personal hygiene is in maintaining an image. |

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Human Relations and Personality Development | Class Orientation | Class discussion on appropriate and inappropriate dress for working with elementary age students. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Methods of Securing Employment | Students will complete a job application using information provided by the teacher. |

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Methods of Securing Employment | Role play a job interview with the teacher as the interviewer. |

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Effective Methods to Secure Employment | Write an up-to-date job resume. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Job Retention Skills | View a film concerning situations that students will learn proper techniques and methods in promoting self-image in a job situation. |

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Letters of Application | Write a personal letter of application. Exchange with another student for editing and critiquing. |

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Obtaining Employment | Compile a complete list of references stating all past employment and personal references. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Management Procedures in Child Care Setting | Read and discuss procedures for applying for licenses, security cards and work permits. |

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices (e.g., make realistic career choices, identify requirements of appropriate and available jobs, identify occupational aptitudes and abilities, identify occupational interests, match occupational interests with abilities, locate appropriate training program)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Identify Employment Opportunities and Preparation Requirements in a Chosen Field. | Students will research a chosen career. Identify qualifications, requirements, schooling needed, sources of employment, etc.. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities (e.g., locate sources of occupational and training information, classify jobs into occupational categories, investigate local job opportunities)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Identify Employment Opportunities and Preparation Requirements in a Chosen Field | Research in library a chosen career. Identify qualifications, requirements, schooling needed, sources of employment, etc.. |

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Identify Employment Opportunities and Preparation Requirements in a Chosen Field. | After researching a career, develop a plan to obtain employment in the chosen field. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Identify Preparation Requirements for a Job | View a film explaining possible tests you might be asked to take in order to obtain employment. |

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Course Management | Display responsible behavior by completing assigned activities on time and attending centers weekly. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Dealing with Personalities | In small groups, list how many different types of supervision styles you can think of. As a class, discuss how to cope daily with all these different styles. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Working as a Team | Complete a given game activity that would require every member adding their part to get the correct answer to a problem. |

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Understanding Oneself and Others | Working with Different Personalities | Write a paragraph explaining ways to respect differences in other people. |

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Course Management | Write a paragraph explaining how being absent and tardy affects the organization and management of a classroom on a daily basis. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Human Relations and Personality Development | Interacting Appropriately in Social Situations | Plan and attend Child Care Guidance Management Annual Teacher Appreciation Tea. Greet teachers, interact with them, display good manners. |

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Teaching Methods and Skills | Reading a Book in a Classroom | In small groups each student will read a book appropriate for the kindergarten classroom and critique each other. |

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Human Relations and Personality Development | Complimenting and Providing Constructive Feedback to Others | Discuss talking with employees about their 6 month evaluations. Discuss that compliments must be a part of the overall procedure to obtain wanted improvements in actions. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Club Organization | At a Club Christmas Party, talk with all members and find one habit about each member. |

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Group Participation | In small groups find out 10 strengths and weaknesses of group members. |

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership concepts and Skills | Group Participation | At Club Christmas Party talk with all members and find out about your own "Secret Pal." |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal and Business Management | Expressing Complaints | Read case studies expressing different types of complaints and discuss each. |

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Human Relations and Personality Development | Exercising Self Control | Explain in a paragraph how you could control anger in a situation that happened to you last week. |

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Management | Teacher Six-Week Evaluation | Discuss section about "student initiative." State ways to score high on finding things to do on your own. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Management | Evaluation | Discuss how doing assignments and jobs as the teacher asks can result in a good evaluation grade. |

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Human Relations and Personality Development | Interacting Using Appropriate Manners | While attending Child Care Guidance Management Annual Teacher Appreciation Tea use good manners. |

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal and Business Management | Accept Differences in Others | Research and discuss different cultures and how we are all different. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Management | Class Orientation | Complete all forms and files with personal information and data. |

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Teaching Methods and Skills | Identifying Street Signs | Complete a concentration game identifying international street signs to teach in a kindergarten classroom. |

Transition Skill Number: 108 Transition Skill Title: Use public transportation

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Classroom Management | Class Orientation | Read a bus schedule to identify correct times to arrive and depart high school to get to a cooperating elementary school. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Teaching Methods and Skills | Food | Complete a folder game teaching how to order food from a menu. |

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Teaching Methods and Skills | Food | Complete a folder activity using food cartons, boxes and bottles to teach reading food labels. |

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Develop Skills in Planning and Organizing Work | Purchase the correct amounts of food when completing food activity in classrooms. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal Business Management | Budgeting | When planning a personal budget allow a clothing category to be able to buy clothes appropriate for your job. |

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Apply Procedures and Policies in a Child Care Setting | Discuss policies used in various child care settings to complete laundry tasks at the school or center. |

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Apply Procedures and Policies in a Child Care Setting | Discuss policies of various child care settings to perform basic housekeeping tasks. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Apply Procedures and Policies in a Child Care Setting | Discuss policies of child care centers and elementary schools of medication policies. |

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Skills, Characteristics, and Responsibilities of Leaders and Effective Group Members | During fund raising make change, count money and complete deposit slips to maintain club records. |
| | | Teaching Methods and Skills | Money | Develop an activity for an elementary classroom teaching making change and counting money. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Plan and Conduct Leadership Activities | Budget money to spend throughout the year on club activities. |
| | | Skills Related to Personal and Business Management | Management Process | Plan a budget with a given salary for a month. |

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Plan and Conduct Leadership Activities | Prepare deposits for club fund raising. |
| | | Skills Related to Personal and Business Management | Identify and Understand Personal Checking Accounts | Write and complete checks, deposit slips, signature cards, bank statements in class. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Point out Appropriate Techniques when Working with Children with Special Needs | Discuss how to handle emergency situations in a classroom according to school policy. |

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities (e.g., demonstrate knowledge of available community resources, engage in group and individual activities, chooses and plan activities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Personal and Business Management | Describe the Role of Management in Controlling Stress | Complete classroom activities on time management being able to plan leisure and recreational activity time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship (e.g., demonstrate knowledge of civil rights and responsibilities; know nature of local, state and federal governments, demonstrate proper voting procedure)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Leadership Concepts and Skills | Prepare for Effective Citizenship and for Participation in our Democratic Society | Class discussion on responsibilities of a good citizen. Write a paragraph explaining what you think a good citizen is. |

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Child Care Providers | Point out Appropriate Techniques when Working with Children with Special Needs | Research available community resources for special needs children in local area. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Personal and Business Management | Management Process | Individual research for resources in community for counseling services. |

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment, and emergency services, etc

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Successful Employment | Identify Effective Methods to Secure and Terminate Employment | Discuss where to go to look for a job. View film on using community services. |

Transition Skill Number: 125 Transition Skill Title: Locate apartments and housing available for rent, lease, purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal Management | Budgeting | Read newspaper to locate an apartment on the amount of money allotted in personal budget. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal Management | Budgeting | Read and explain all unfamiliar words in a rental agreement or lease. |

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Personal Management | Budgeting | View a film on obtaining services of utility companies in local area. |

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Child Care Guidance and Management | 11 - 12 | Skills Related to Personal and Business Management | Management Process | Discuss costs and maintenance of housing. Complete a personal budget plan including cost of maintaining a residence. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will draw a straight segment 5 inches long using an architect scale. The specific scale to be used will be the "16" scale. Indicate the length of the line by printing the number 5 above the line. |

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will draw a straight line segment 10 inches long using the "16" scale of an architect scale. Indicate the length of the line by printing the number 10 above the line. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will draw a straight line segment that represents the sum (addition) total of three separate line segments of various lengths using the "16" scale of an architect scale. The length of the three line segments are: 1. 2 inches, 2. 3 inches, 3. 4 inches.<br>Each student will draw a straight line segment that represents the difference (subtract) of two line segments of various lengths using the "16" scale of an architect scale. The length of the two line segments are: 1. 6 inches and 2. 5 inches |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will draw a straight line segment that represents the sum (addition) total of three separate line segments of various lengths using the "16" scale of an architect scale. The three line are: 1. 10 inches, 2. 12 inches, 3. 15 inches.<br>Each student will draw a line segment that represents the difference (subtract) of two line segments of various lengths using the "16" scale of an architect scale. The length of the two lines are: 1. 12 inches and 2. 10 inches<br>Note: Indicate the length of each line segment in one and two above by printing the value above each line. |

1913

1912

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will redraw a 1 inch line by 5 times (multiply) it's length.<br>Each student will redraw a 6 inch line by dividing (division) it into three equal parts. |

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will redraw a 1 inch line by 10 times (multiply) its length.<br>Each student will redraw a 12 inch line by dividing (division) it into 12 equal parts. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Solving Word Problems | Each student will be given four word problems to solve. Each word problem will be concerned with being able to measure several different highway routes on a map with the use of a decimal scale as a measuring device. |

Transition Skill Number: 8 Transition Skill Title: Read and write common fraction

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Show each student the relationship between parts of a whole object by comparing 1/16 of an inch, 2/16 of an inch, 3/16 of an inch, etc... to one inch. Then have each student write in order the 16 fractional parts of one inch using fractional form. Have each student repeat the same for eighths, fourths, and halves of an inch. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will draw a straight line segment that represents the sum (addition) total of three separate line segments of various lengths using the "16" scale of an architect scale. The length of the three line segments are: 1. 3/4 inch, 2. 1/2 inch, 3. 1/4 inch.<br>Each student will draw a straight line segment that represents the difference (subtract) of two straight line segments of various lengths using the "16" scale of an architect scale. The length of the two line segments are: 1. 3/4 inch and 2. 3/8. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will redraw a 3/4 inch line by 3 1/2 times (multiply) it's length.<br>Each student will redraw a 1 1/2 inch line by dividing (division) the line in half (1/2). |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Draw a straight line segment that represents the sum of the following fractional line segments: 1. 3/4 inch, 2. 1/2 inch, 3. 1/4 inch, 4. 3/8 inch. Indicate the length of the line segment by printing it's length above the line. Use the "16" scale of the architect scale to arrive at the answer.<br>Draw a straight line segment that represents 3/4 of the length of the straight line segment drawn in one above. Indicate the length of the line segment by printing it's length above the line. Use the "16" scale of the architect scale to arrive at the answer. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Dollars and Cents | Each student will calculate the total cost of drafting equipment and supplies needed in class. |

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one or more places

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will use the "10" scale of the decimal scale to draw a straight line segment for each of the following distances.<br>1. 1.3 inch 4. 2.50 inch<br>2. 1.6 inch 5. 2.75 inch<br>3. 2.1 inch 6. 3.25 inch<br>Identify each line by printing the value above each line segment. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will redraw each line segment that was drawn in skill number 13 by rounding the length of each line to the nearest inch. Identify the length of each line by printing the new value above each line segment. Use the "10" scales of the decimal scale to measure distances. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Line Measurement | Each student will draw a straight line segment that represents the sum (addition) total of three separate line segments of various lengths using the "10" scale of a decimal scale. The length of the three line segments are: 1. 1.75 inches, 2. 1.25 inches, 3. .75 inches.<br>Each student will draw a straight line segment that represents the difference (subtract) of two line segments of various lengths using the "10" scale of a decimal scale. The length of the two line segments are: 1. 3.75 inches and 2. 1.25 inches. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Dollars and Cents | Each student will calculate the total cost of drafting equipment and supplies needed in class. |

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Using a Calculator | Each student will use a calculator to determine the total length of five pieces of steel pipe. The length of each steel pipe is:<br>1. 3.25 feet 3. 10.75 feet<br>2. 6.50 feet 4. 5.25 feet. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 | Developing Math Skills | Graphs, Charts, and Tables | Each student will use drafting equipment to draw a chart and a graph. Students may also use a C.A.D. computer-aided-drafting workstation to complete this activity. |

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Measurement | Calculating Square Area | Calculate the square area of a series of floor plan diagrams in terms of: 1. Square inches, 2. Square feet, 3. Square yards |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Labels | How to Place Labels on Floor Plans and Manufactured Parts | Use long and short forms of words on drawing assignments to identify the various rooms on a floor plan or to identify various manufactured parts of a machine. |

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Labels | How to Place Labels on Floor Plans and Manufactured Parts | Use abbreviations where necessary on drawing assignments to identify the various rooms on a floor plan or to identify various manufactured parts of a machine. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 22 | 9 - 12 | Writing Power Paragraphs | Various Careers in Drafting |

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Written Instruction | Understanding Written Instructions | Each student will be given an assignment sheet that identifies step-by-step how to complete a drawing assignment. Students may ask questions before starting the assignment. Student performance will be based on the drawing according to exact instructions. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Written Instruction | Understanding Written Instruction | Each student will be given an assignment sheet that identifies step-by-step how to complete a drawing assignment. Students may ask questions before starting the assignment. Student performance will be based on the drawing according to exact instructions. |

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Written Instruction | Understanding Written Instruction | Each student will be given an assignment sheet that identifies step-by-step how to complete a drawing assignment. Students may ask questions before starting the assignment. Student performance will be based on the drawing according to exact instructions. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Definitions | Term to Identify | Each student will define a series of words that relate to the manufacturing and construction industry, then apply their meanings to drawing assignments. |

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Definitions | Term to Identify | Each student will define a series of words that relate to the manufacturing and construction industry, then apply their meanings to drawing assignments. Give each student a spelling test over the same terms and have each student pronounce them correctly. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | Correct Use of a Telephone Book and Telephone | Each student will use the telephone book to locate the phone numbers of several drafting supply warehouses and get price quotes on drafting supplies and negotiate the discount price and get directions on how to get to the location by automobile. |

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Purchasing | Using Advertisements and Catalogs | Each student will compare advertisements and catalogs to arrive at the best price for drafting supplies, each student will then order the supplies and pay for the supplies on or before the contract deadline date. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Group Participation | Successful Completion Group Project | Assign students to groups and present them with ideas on how to work together as a team to complete a group drawing assignment, have a team leader assigned to the group and explain that effective verbal communication is very important to successful completion of the project. |

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Definitions | Term to Identify | Each student will define a series of words that relate to the manufacturing and construction industry, then apply their meanings to drawing assignments. Give each student a spelling test over the same terms and have each student pronounce them correctly. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | Job Interview Skills | Group students in pairs and have them use the techniques of eye contact, posture, and gestures to convince the other student that he or she would be the best person for the job. |

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How to Give and Follow Instructions | Divide students into groups and assign each group a team project along with a team leader. The teacher will give instruction to only the team leader who in-turn gives instructions to members of the group. Rotate team leader positions allowing each student an opportunity to be a team leader. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | Correct use of a Telephone and Telephone Book | Each student will use the telephone book to locate the phone numbers of several drafting supply warehouses, get price quotes on drafting supplies, negotiate the discount price and get directions on how to get to the location by automobiles. |

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | Leadership | Divide students into groups and assign each group a team project along with a team leader. The teacher will give instruction to only the team leader, who in-turn gives instructions to members of the group. Rotate team leader positions allowing each student an opportunity to be a team leader. Advise team leader on how to act with tact and poise when speaking in a stressful situation. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Specification Writing | How to Write a Specification on a Drawing | Each student use the proper skills and concepts for writing specifications on drawing assignments according to American National Standards Institute and American Institute of Architects Standards. |

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Specification Writing | How to Write a Specification on a Drawing | Each student use the proper skills and concepts for writing specifications on drawing assignments according to American National Standards Institute and American Institute of Architects Standards. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Specification Writing | How to Write a Specification on a Drawing | Each student use the proper skills and concepts for writing specifications on drawing assignments according to American National Standards Institute and American Institute of Architects Standards. |

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrases a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | Receiving and Sending Verbal Information | Divide students into groups and assign each group a team project along with a team leader. The teacher will give instruction to only the team leader, who in-turn gives instructions to members of the group. Rotate team leader positions allowing each student an opportunity to be a team leader. Advise team leader on how to act with tact and poise when speaking in a stressful situation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communication

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How to Clarify Another Persons Written or Oral Communication | Divide students into groups and assign each group a team project along with a team leader. The teacher will give instruction to only the team leader, who in-turn gives instructions to members of the group. Rotate team leader positions allowing each student an opportunity to be a team leader. Advise team leader on how to act with tact and poise when speaking in a stressful situation and advise on techniques that can be used to clarify another team member's written or oral communication. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How to Receive and Send Another Person's Oral Directions or Orders | Divide students into groups and assign each group a team project along with a team leader. The teacher will give instruction to only the team leader, who in-turn gives instructions to members of the group. Rotate team leader positions allowing each student an opportunity to be a team leader. Advise team leader on how to interpret oral directions/orders from the teacher and communicate the same directions and orders to other team members. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Floor Plan Drawing<br>Multiview Drawing | How to Draw a Floor Plan<br>How to Draw a Multiview Drawing | Give each student a set of step-by-step "Type-Written" instructions for completing a "Floor Plan" or a "Multiview Drawing". Do not give any verbal instructions, but allow for a question and answer session after students have read instructions and before they are allowed to start their assignment. Note: Instructions must be complete and concise. |

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Drafting Equipment | Use and Care of Drafting Equipment | Show each student how to use each piece of drafting equipment with success as it relates to drawing quality. |
| | 11-12 | Blueprint Machine | How to Make a Good Quality Blueprint | Show each student how to use the blueprint machine to draw a quality blueprint. Show examples of poor quality blueprints and explain how they were produced. Compare the quality prints and have students explain the differences. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Floor Plan | Linework<br>Lettering | Show each student how to produce quality linework and lettering that is necessary to produce a quality floor plan or multiview drawing. Give each student a set of "Typed" instructions and explain exactly what items must be included in each drawing assignment. Allow for a question and answer session. Before allowing students to start the assignment, announce that a Reward will be given to the top three students in class who complete the drawing assignment with the Best Quality linework and lettering within the assigned time limit. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Floor Plan Drawing | How to Draw a Floor Plan<br>How to Draw a Multiview Drawing | Give each student a set of step-by-step "Type-Written" instructions for completing a "Floor Plan" or "Multiview Drawing". Do not give any verbal instructions but allow for a question and answer session after students have read instructions and before they are allowed to start the assignment. Notes: Instructions must be complete and concise. |

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Drawing Identification | How to Put Your Name on a Drawing Assignment | Show each student how to place their name on a drawing assignment. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Floor Plan Drawing<br>Multiview Drawing | How to Draw a Floor Plan<br>How to Draw a Multiview Drawing | Give each student a set of step-by-step typewritten instructions for completing a "Floor Plan" or "Multiview Drawing." Do not give any verbal instructions but allow for a question and answer session after students have read instructions and before they are allowed to start the assignment. Note: Instructions must be complete and concise. |

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Attitudes | Respect for Authority | Chain of Command.<br>Give each student a list of do's and don'ts for showing respect of authority and explain how showing respect can affect job stability. Then divide students into four or more groups and assign a head draftsman to each group. Give assignments to the head draftsman and have him/her explain the instructions to each member of the group. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Loyalty On the Job | How to Show Job Loyalty | Give students a list of do's and dont's for showing loyalty on the job. Discuss how job loyalty affects job stability. |

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Awareness | Careers in Drafting | Provide each student with information about career opportunities in drafting, graphic arts, and engineering. Explain that mastering math and science skills is necessary for some occupations. |

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Positive Attitude | Display of Positive Attitude on the Job | Give each student a list of do's and don'ts pertaining to displaying a positive attitude on the job. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Attendance | Attendance and Job Performance | Discuss with each student how attendance is related directly to job performance and how it can relate to putting behind the group each student is assigned to. |

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Punctuality | Punctuality and Job Performance | Discuss with each student how punctuality affects job performance and how it slows down the performance of the group each student has been assigned to. |

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Pride in Work | Pride and Job Performance | Discuss with each student how pride in work is directly related to job performance and why companies reward employees who are the best performers. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Honesty | Honesty and Job Stability | Explain to each student how honesty on the job affects job stability and why "not" being honest affects employees negatively. |

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Dependability | Dependability and Job Stability | Explain to each student what dependability means and how companies reward their dependable employees. |

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Rules and Regulations | Classroom Rules and Regulations | Give each student a list of classroom rules and regulation and explain why each one is necessary. Explain how these rules and regulations apply to daily living and getting along with others on the job. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Employability Skills | Initiative | Explain to each student why industry employees display the highest level of initiative and responsibility. |

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Time Management | Time Limits | Explain to students why they should complete all work on a timely basis and how timeliness relates to productivity on the job. |

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Time Management | Time Limits | Explain to students why they should complete all work on a timely basis and how timeliness relates to productivity on the job. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Tenure | What is Job Tenure | Each student will use a dictionary to define the term tenure. Explain to students that the grades they receive on drawing assignments reflect the success/failure of each student later on when they are on the job. |

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Employability Skills | Initiative and Responsibility | Explain to students that a "positive attitude" must be maintained despite daily work loads or pressure on the job. This is especially true if tenure is desired. |

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9-12 | Clean-Up | Clean-Up | Explain to students that an organized and clean work area is directly related to successful time management while working under pressure or within time limits. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Respect for Authority | Chain of Command | Divide classroom into four groups and assign a student as Head Draftsman. The teacher will assume the role of drafting supervisor and will give and explain all drawing assignments to the head draftsman, who in turn will issue out the drawing assignments to the drafters. |

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Drafting Equipment | Use and Care of Drafting Equipment | Issue drafting equipment to each student and explain use and care of each piece. Prepare a classroom equipment checklist and have the head draftsman check periodically for missing and abused property. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | Job Clarification | Explain to student groups that instructions will be handed down the chain-of-command to each student and that it is the responsibility of each student (drafter) to ask questions and clarify any misunderstandings concerning an assignment. |

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Constructive Criticism | How to React to Constructive Criticism | Explain to students that many drafters learn by making mistakes on drawing assignments and that it is the head draftsman's responsibility to point out these mistakes in a positive manner. |

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Praise | Accepting Praise | Give praise to drafters within the group that do outstanding work. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Employability Skills | Assuming Responsibility | Explain to students the importance of assuming responsibility for the quality of their drawings. |

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Making Mistakes | How to React to Your Own Mistakes | Explain importance of evaluation and acceptance of corrections on a drawing assignment. Students learn that time and experience are necessary to become an excellent drafter. |

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Problem Solving Skills | How to Improve Problem Solving Skills | Students learn four steps used to solve problems they might encounter. Students are evaluated on their ability to implement problem solving techniques in finding drawing solutions. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Willingness to Learn New Skills | Why it is Important to Learn New Skills | Students will learn the importance of new skills if they are to move up the chain-of-command. |

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Flexibility | Adapting to Changing Situations | Explain importance of flexibility and adoption of new ideas on a daily basis as an important part of moving up the ladder of success. |

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Safety | Classroom Safety Rules | Explain the importance of rules and regulations not only on an individual basis, but also as it pertains to the safety of the group. |

# DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Emergencies | Dealing with Classroom or Job Related Emergencies | Post in the classroom all possible job related and classroom related emergencies and how to deal with each one. List phone numbers of police, ambulance, fire department, and any company personnel that should be contacted in an emergency. |

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Employability Skills | Hygiene/Grooming | Students will read the information sheet about hygiene/grooming. |

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Employability Skills | Proper Dress | Students will learn the importance of proper attire as a determining factor in promotions. Dress codes are given to groups and must be followed for promotion. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Applying For a Job | How to Fill Out a Job Application | Have each student within each group fill out an application for the position of Head Draftsman, the better their application looks the more likely the chance of them getting that position. |

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Applying for a Job | How to Successfully Interview for a Job | Have each student interview for the position of Head Draftsman within the group they are assigned. Give each student a list of do's and don'ts for a successful interview. |

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Applying for a Job | How to Write a Resume | Students learn do's and don'ts as they write resumes for the position of Head Draftsman within their group. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills (e.g., request a raise, route to promotion)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Job Retention | How to Retain Your Job and be Promoted | Have each student write a two page report on what skills are needed to retain a job and be promoted. Students will use knowledge and skills learned previously to complete this assignment. |

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Applying for a Job | How to Prepare Letters of Application | Students will role play writing a letter of application to a trade school, college, or university. |

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Applying for a Job | How to Compile a List of References | Each student will compile three references for a job application and resume. Explain what is meant by a qualified reference. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Identification Cards | How to Get Proper Identification | Have each student apply for:<br>1. Social Security Card<br>2. Work Permit<br>3. Drivers License |

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Careers | Making the Right Career Choice | Students will select an occupation and research it in the library. Oral reports will be given to class specifying job requirements, career ladder, anticipated income...etc. |

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Career Choices | Making the Right Career Choice | Students locate one of their career choices in the proper occupational category of the classified section of a local newspaper. Each student will be required to make a phone call to inquire about the requirements for the job opportunity. |

## DELIVERING TRANSITIONS SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Career Choices | How to Develop a Career Plan | Students will develop a career plan outlining their educational/ professional objectives and how they are going to achieve them. |

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Career Choices | Preparing for Employment Tests | Students will discuss the various types of employment tests and how they can prepare for it. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Adult Behavior | Classroom Rules and Regulations | Post a list of rules and regulations in the classroom that should reflect proper behavior patterns for young adults whether it is in the classroom or on the job. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Authority Figures | What is a Supervisor | Divide the class up into groups and assign a supervisor to each group. Rotate this duty or assignment every four or five weeks giving each student a chance to be a supervisor. |

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Team Spirit | Successful Team Members | In groups, students will determine the objectives of their team project. Each student will be graded on how he/she contributed to the achievement of the group objectives. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Different Personalities | Interpersonal Skills | Students will be graded on how successful they are when working together on a group drawing assignment with other team members who have different personalities from their own. |

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Employability Skills | Promptness | Define the word **PROMPT** to students and explain why it is important to be on time to work and how not being on time to work affects meeting time limits for drawing assignments. Explain to students the fact that they will be graded on how successful they meet time limits. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Etiquette | What Is Social Etiquette | Define etiquette to students and give guidelines for proper social behaviors. Each student will be graded on proper etiquette while working in their group. |

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How To Communicate Effectively | Students will list and discuss the various communication methods and their importance in achieving group objectives. |

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Positive Reinforcement | What Is Constructive Feedback | Students will be graded on how well they give or accept positive feedback. The teacher will give students some tips on how to give and accept positive feedback. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How To Hold A Friendly Conversation | Students will introduce each other to the rest of the class. |

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How To Draw Individuals Into A Conversation | To be a member of a team an employee must be able to hold a conversation with fellow team members to get a project completed by a certain deadline. The teacher will give students some tips on how to bring a group together to hold a friendly conversation. |

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversation

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How to Join in Friendly Group Conversation | Give students some tips on how to join into a friendly conversation. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How To Express A Complaint | Students will discuss the established complaint procedure. |

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication | How To Avoid Arguments | Explain that arguments on the job means less time on the project. Students could be evaluated on how successful they can resolve arguments concerning a project with no lost project time. |

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Team Work | Cooperation | Students will help their group mates in completing their drawing assignments provided they don't fall behind on their own assignments. An extra incentive grade will be awarded to helpful students. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Team Work | Cooperation | Students will help their group mates in completing their drawing assignments provided they don't fall behind on their own assignments. An extra incentive grade will be awarded to helpful students. |

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Etiquette | Appropriate Manners In A Social Setting | Define etiquette to students and give guidelines for proper social behaviors. Each student will be graded for proper etiquette while working in their group. |

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Interpersonal Skills | Accepting Differences In Other | The teacher will give a lecture on the importance of accepting people as unique individuals. Each student should be evaluated on how well they show respect and accept differences in other members of the team. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Self Help Skills | Personal Information | Students will recite their name, address, home and work telephone numbers and social security number. |

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Street Signs | How To Recognize Street Signs | Student will draw at least 10 different major traffic signs and print and explain the meaning of each sign for a grade. |

Transition Skill Number: 108 Transition Skill Title: Use public transportation

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Transportation | How To Use Public Transportation | Have students make a phone call to the city bus terminal and request a bus schedule be sent to their address. Have each student locate bus stops on a map that is within one mile of where each student lives, works and goes to school. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication Skills | Order Food from a Menu | Set-up a "school sponsored" field trip to a local restaurant where meals are ordered from a menu. Before going to the restaurant, give students some suggestions on how to order a meal from a menu. Explain how to:<br>1. Scan and read the entire menu before making an order so you are familiar with the entire food selection;<br>2. Determine the difference between an entree and an appetizer;<br>3. Know how to make a selection at an affordable price;<br>4. How to communicate your selection to the waiter or waitress. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Reading Skills | How to Read Labels | Have each student bring a sack of groceries from home and read labels for directions on meal preparation and contents. Then have students take similar food items and make comparisons in terms of contents, price and directions for preparation. |

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Reading Skills | Purchase Food and Groceries | Organize a school sponsored field trip to a local grocery store and purchase food and groceries. Have each student take several brands of each food and read the labels for content quality, quantity, and cost. Have students make a cost comparison to determine which brand is best in terms of quality and quantity. When all groceries have been chosen go through the check-out counter and pay for groceries. Show each student how to read a cash register receipt, make change, write a check for groceries and read a produce scale. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Reading Skills | Buy and Care for Personal Clothing | Set-up a "school sponsored" field trip to a local clothing store. Have each student pick-out several brands of the same type clothing and read the labels for type of material and how the clothing is to be cleaned. Then look at the price of each item. Have students make a cost comparison to determine which brand is best in terms of quality and cost. |

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Reading and Following Directions | How to Safely Clean Clothes | Have each student read the labels of several different types of laundry detergents and cleaners. Have each student read the directions for safe use of these detergents and cleaners and explain what could happen if these detergents and cleaners are not used correctly. |

2012

2013

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Organizational Skills | How to Organize and Perform Basic Housekeeping Tasks | Have students make a list of all the tasks that must be performed to be a successful housekeeper. Next, have students put these task into categories for organizational purposes. Then, have students design a housekeeping routine around these different categories for the purpose of doing the best housekeeping in the shortest amount of time. |

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Reading and Following Directions | How to Safely Follow the Directions of a Medical Prescription | Give each student sample copies of medicine prescriptions and a list of things that could happen if a person did not follow directions when taking those particular medications. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Communication Skills | How to Count Money and Change | Have students make designs for "play money" in different denominations. Make as many copies of each denomination as necessary for students to use this "play money" to learn how to count money and make change. |

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Money Management | Budgeting | Students will make a monthly budget, taking into consideration rent, car payment and insurance, food, clothes, health insurance and emergencies. |

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Money Management | How to Make Bank Transactions | Students will role play writing a check, depositing money into a checking or savings account and balancing a checkbook. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Emergencies | How to Deal with Emergency Situations | Have students come up with a list of emergency situations and whom to contact for each situation. |

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Leisure Time Activities | Leisure Time Utilization | Have each student list at least five activities they feel they might be interested in doing during their leisure time. |

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Citizenship | Responsible Citizenship | Define citizenship for students and explain why it is important for citizens to vote. Also explain why a citizen should understand the concept of civil rights and how local, state, and federal government operate and how to use a voting machine. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library, and hot line services etc

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Community Services | How to Become Involved in Community Service | Explain to students what a community service is and where to call or go to find out what community services are available in the local community and how to become involved in community services. |

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Drafting | 9 - 12 | Community Services | How to Obtain Legal and Financial Counseling, and Law Enforcement Service | Have students call professional people from the legal, financial, and law enforcement community and invite one individual from each of the three groups to visit the school (or classroom) and talk about services they offer to the community. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment, and emergency services, etc

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Community Services | How to Obtain Recreation, Transportation, Employment, and Emergency Services | Have students call professional people from the recreation, transportation, employment, and emergency professions and invite one individual from each of the four groups to visit the school (or classroom) and talk about services they offer to the community. |

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease, or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Housing | How to Locate and Rent, Lease, or Purchase a House or Apartment | Students will practice locating apartments for rent and collecting information about them by using the classified section of the local newspaper and making phone calls to property managers. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Housing | How to Read and Interpret Rental Agreements and Leases | Invite a lawyer to the school (or classroom). Ask the lawyer to bring a copy of a rental and lease agreement. Ask the lawyer to read and interpret the rental and lease agreement. Also have the lawyer discuss the legal rights of the individual signing a rental agreement or a lease. Then have the lawyer discuss the rights of the person who owns the property. |

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Housing Cost | How to Obtain the Services of Utility Companies | Have students obtain the phone numbers of the electric, gas, water, and sanitation departments. Next, have each student call the four utility companies and get requirements necessary for turning on the four utilities. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Drafting | 9 - 12 | Housing Cost | How to Calculate the Cost of Maintaining a Residence | Have each student discuss with their parents the average monthly cost for each of the four utilities. Also include the cost for maintaining annual yard, painting a home, and purchasing other household materials. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

TO THE USER: THE OBJECTIVE OF THIS SECTION IS TO PROVIDE YOU WITH EXAMPLES OF HOW TRANSITION SKILLS ARE TAUGHT OR COULD BE TAUGHT WITHIN THE EXISTING CURRICULUM. THE RIA'S ARE LISTED ACCORDING TO TRANSITION SKILL NUMBER (1 TO 128).

Transition Skill Number: 1    Transition Skill Title: Read, write, and count single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation to Home Economics Cooperative Education | Wage and Hours Report | Calculate hours worked and wages earned. |
| Home Economics Cooperative Education | 11 - 12 | Leadership Club | Electing Officers | Tally votes for club officers. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Leadership Club | Fundraising Project | Students add number of candy bars or items they are accountable for. |

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation | Wage and Hour Reports | Add daily hours on weekly wage and hour report. |

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation | Wage and Hour Reports:<br>1. Weekly<br>2. Yearly | Add hours for weekly and yearly wage and hour form to verify employment. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Budgeting | Prepare to budget for one month by keeping a list of all expenses for three weeks. |

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Budgeting | Students prepare budget for one month. |

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole number

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Taxes | Students complete sample tax forms. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Taxes | Complete the tax forms most commonly used 1040 EZ. |
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Budgeting | Change fractions to decimals in figuring interest. |

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation to Home Economics Cooperative Education | Wage and Hour | Complete wage and hour forms weekly throughout the year. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation | Wage and Hour Reports | Calculate hours per week. |

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Time Management | Chart leisure time and daily activities using fractions. |

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation to Home Economics Cooperative Education Money Management | Paychecks | Convert hours worked to an amount for a paycheck. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Car Loan | Calculate interest for purchasing a vehicle. |
| | | Money Management | Checking Accounts | Maintain a checkbook register for two weeks. |

Transition Skill Number: 14 Transition Skill Title: Round off decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Orientation | Figure interest, calculate hours, wages, and net income. |

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Banking | Figure interest, checking accounts, bank interest. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation to Home Economics Cooperative Education | Wage and Hour Reports | Students will solve word problems in relationship to their wage and hour sheets. |

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation to Home Economics Cooperative Education | Records and Forms | Students use calculators daily to add and subtract, multiply and divide hours, wages, and figure paycheck. |

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Time Management | Graph leisure time. |
| | | Money Management | Car Loan | Use graphs to calculate interest. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Career Choices | Planning Your Future | Write a paper on "The Importance of Youth in the Labor Force." |

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Application | Resumes, Letters of Resignation | Write a business letter to your prospective employer. |

Transition Skill Number: 21 Transition Skill Title: Use appropriate abbreviations of words in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Application | How to Complete an Application | Students will complete a job application sample using abbreviations whenever appropriate. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 22 Transition Skill Title: Use appropriate word choices in writing and speaking

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Insurance | Define insurance terms and use properly in written sentences. |

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Orientation to Home Economics Cooperative Education | Course Content | Read the Home Economics Cooperative Education brochure and write a five paragraph essay describing what it's objectives are. |

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Personal Safety | Students will read and complete an accident report from work. |

2014

2015

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Personal Effectiveness | Students will read selected letters from Dear Abby scenarios and answer the problems. |

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Insurance | Look up the words that pertain to the insurance industry. List a different meaning of the words: collision, comprehensive, etc. |

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Personal Telephone Etiquette | Review the telephone book and its arrangement: Locate specific numbers of businesses: K-Mart, Dairy Queen. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Credit Contracts | Complete a credit contract in class and explain it to the class, explain where you saw it advertised, what the interest rate is, and why you chose this particular one. |

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Successful Employment | Communication | Using communication skills learned in class students will prepare a two minute speech to present to class. The speech should be written in essay form and approved by teacher. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 31 Transition Skill Title: Pronounce words correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Successful Employment | Communications | When delivering two minute speeches in front of class - students will pronounce words correctly. |

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Communications | Body Language | View filmstrip on communicating with employers, other employees, etc. Effective body language will be discussed and presented in front of class. |

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Effectiveness | Telephone Etiquette | Practice telephone etiquette with phone sets provided by telephone company. Students will describe method of answering phone at their work. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Positive Habits | Role-play situations where a student can diffuse a stressful situation by using positiveness. |

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Application | Letters of Resignation | Write a letter of resignation that includes: 1) length of employment 2) progress of employee 3) company growth 4) expression of good will. |

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Written Application | Students will practice filling out forms such as job or credit card applications. Short phrases must explain clearly, in a small space, what the applicant needs. Use overhead projector for illustration. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Attitudes | Select three people with whom you work and list five reasons you can praise each one. |

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Communication | Listening Skills | Students will listen to a short scenario on a work situation and will write their interpretation of the story. |

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Budgeting | Students will listen to instructions on keeping records of their personal expenditures for a three week period. They are encouraged to ask questions. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Communication | Listening Skills | Students are instructed to draw diagrams, graphs, etc. from oral instructions. They will compare their completed product to check for successful interpretation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Relationships On the Job | Examine the steps in meeting personal problems constructively: 1. decide what the problem is; 2. look at the problem; 3. find the cause; 4. decide on a goal or solution to the problem; and 5. begin working on a course of action for solving the problem. In a written or oral report, show evidence of how you solved a personal problem. |

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Safety On the Job | Students are asked to determine the type of fire extinguisher they come into contact with at work, school, etc. The student will determine how they are operated and if they are operational. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Orientation to Home Economics Cooperative Education | Record Keeping | Students are instructed in basic record keeping at the beginning of course. Each student will maintain a record of check stubs, hours worked, class notes, etc in a notebook that is graded each six weeks. Each six weeks the notebook is graded more strictly to encourage a quality product. |

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Orientation to Home Economics Cooperative Education | Guideline to Home Economics Cooperative Education | Students are instructed to return their employer's evaluation to the Home Economics Cooperative Education co-ordinator. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Orientation to Home Economics Cooperative Education | Basic Guidelines to Home Economics Cooperative Education | Students are instructed to take their code of ethics home for a parent signature. A grade is recorded. |

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Home Economics Cooperative Education | Basic Guidelines to Home Economics Cooperative Education | Students are instructed to read, sign and accept responsibility for interpreting the Code of Ethics to their parents. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Orientation to Home Economics Cooperative Education | Employability Skills | Invite principal to discuss importance of cooperation in the community and respect of employers and co-workers. |

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/company/job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Loving Your Job! | Students will prepare a poster board describing their place of employment, employer, and co-workers. Posters will be presented in class. Emphasis is placed on exhibiting a positive attitude during presentation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Planning Your Future | Career Choices | Invite speakers from various learning institutions that emphasize the different types of training available to students when they complete high school. |

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economic Cooperative Education | 11-12 | Job Success | Positive Attitude | Students will role play work situations displaying positive attitude towards work. Students will discuss the impact of good attitude on the work environment. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Guidelines to Co-Operative Education | Daily Activity | Students will display charts in classroom where all absences are recorded for a six weeks period. |

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Orientation to Home Economics Cooperative Education | Daily Activity | Students are required to log in tardies in classroom as they enter the classroom. Employers are asked to mark tardies on the employer's evaluation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Loving My Job! | Students are asked to write a paper describing what makes them proudest of their job. Visuals from their place of employment can be used. |

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Employability Skills | Characteristics Of a Good Employee | Students are asked to share in class what they consider honest and dishonest that can take place in a retail establishment, day care, food service, etc. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 56 Transition Skill Title: Demonstrate dependability

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Characteristics of a Good Employee | Students will role-play in pairs how they feel when someone is continually late, negligent, or absent from their employment. |

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Orientation to Home Economics Cooperative Education | Guidelines of Home Economics Cooperative Education | Students will receive one rule from the class set of guidelines and elaborate on their idea of how they either "follow" the guideline or "break" the guideline from time to time. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Initiative | Students are rated each six week period on initiative in the work place. The teacher will select a few students to explain why their employer indicated they show initiative. |

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Career Choices | Plan Your Future Today | Students are assigned a career unit. In four days time students are to complete the following: 1. written application, 2. resume, 3. follow-up letter for an interview. Student progress is continually monitored. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Management | View filmstrip on time management. |

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Training Costs Money and Time | Invite an employer to discuss the time and money involved in training employees. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Leadership Club | Parliamentary Procedure | View films and slides illustrating parliamentary procedure. Discuss ideas such as making a motion, seconding a motion, and voting. Role play parliamentary procedure. Discuss how it protects the rights of each member of a group and what could happen without parliamentary procedure in mixed groups. |

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Successful Employment | What Kind of Personality do you Possess? | Discuss personality traits and characteristics that you possess or that you value in others. (Honesty surfaces quickly with teenagers) |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Initiative: When is it Good and When is it Bad? | Class discussion using the word "initiative". Should new employees show a great deal of initiative or ask for help and assistance during training time? |

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Relationships on the Job | Role play job situations which involves constructive criticism from an emplpyer. Students can demonstrate negative response for emphasis but need to end with positive acceptance of the constructive criticism. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Effectiveness | How do you Respond to "Good Job"? | Using a self-evaluation instrument with open ended sentences, ask students to respond in writing to praise (personal and job related). Discuss responses in small groups and present to class. |

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Adequate Rest and Job Success | Write a paper on the lesson title. Investigate reference materials in school library on the importance of sleep and rest to your physical fitness and overall personal adjustment. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12<br>2093 | Job Success | Employer Evaluations | Review student (employer) evaluations at the end of each six weeks with careful review of any action that has resulted in any score less than 3.5. |

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Decision Making | View and discuss a handout on decision making steps:<br>1. State Problem<br>2. List Alternatives<br>3. Weigh or Examine Alternatives<br>4. Choose an Alternative<br>5. Accept Consequences<br>Students will use this procedure to decide where they will live after graduation. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Credit: Will You be Successful in Using Credit? | Students are assigned a buddy or a group to examine any new information that is more complicated or detailed so they can feel successful together. Example: Reading and interpreting the Chilton Credit Report. |

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Relationships on the Job. | Individual conference with any student who has a supervisor change in their employment. Question strategies that create an awareness of the newness to employer, as well as employee, and time for both to adjust to new expectations. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Safety | Safety at Work | Write to the U.S. Department of Labor or to Occupational Safety and Health Administration in Washington or to the local health department for a copy of the Occupational Safety and Health Act (OSHA). Prepare a report to present to the class on the purpose of this act. |

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Safety | Emergencies in the Workplace | View a film on work safety and emergencies. Have students write a scenario of an emergency and how they would handle it. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Effectiveness | Getting Along With Others | View film on good hygiene. Invite guest speaker to emphasize proper grooming for a particular field of work. Question and answer sessions for students. |

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Effectiveness | Dress for Success | Have students clip pictures of appropriate dress for a specific job. Students will defend their choice in a class discussion. |

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Application | Written Application | Take a pre-test by completing a sample job application for a position similar to the one in which you are working at your training station. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Application | Personal Inventory Sheet | Prepare a personal inventory sheet including the following information: name, address, telephone number, birth date, birth place, parents' names, parent's address, social security number, previous employers, references, etc.. |

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Application | Resumes that Win Jobs! | View a filmstrip on how to prepare a resume. Students work individually on computer terminal, as available, to complete a resume. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills (e.g., request a raise, route to promotion)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | How to get Ahead by Getting Along! | Invite a guest speaker, possibly two, to discuss their experiences or feelings regarding:<br>1. Ways to make a good impression.<br>2. Errors a new worker often makes in attempting to do their best.<br>3. Factors that are most important in obtaining a raise. |

Transition Skill Number: 82 Transition Skill Title: Prepare letters of applications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Application | Letters of Application | Prepare a first copy of an application letter. Write to a company that is listed on job lead cards. Determine when a letter should be written and when a letter is not appropriate. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Economics | 11 - 12 | Job Application | References | Illustrate through a poster board the proper way to list references. Discuss who students should use as references. |

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Social Security | Read information from social security office on how to secure a card, the importance of retaining it and the social security system. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Planning Your Future | Career Choices | Test students through counselors and discuss the results and what they mean in realistic terms. |

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Planning Your Future | Career Choices | Invite speakers to classroom to discuss options available to students. Options should include training other than traditional college roles. Example; Northwood Institute, Art Institute etc.. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economic Cooperative Education | 11 - 12 | Planning Your Future | Jobs for Your Future | Research current newspapers and periodicals for articles and ads on current employment opportunities. Students can realistically chart their next ten years of employment. |

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Planning Your Future | Career Choices | Invite a speaker to discuss different tests that students are likely to encounter as they seek employment. Discuss fears and apprehension of taking tests as a normal reaction at any age. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Understanding Yourself | Role play situations that occur in the work place and the appropriate action a teenager should take when working with older personnel. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 12 | Job Success | Leadership Styles | Read information concerning different types of supervision. Students will write a five paragraph essay on which type of supervisor they prefer to be. |

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Team Work | Students answer questionnaire about how to get along with co-workers and be a team player. Score questionnaire after completion. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Relating To Others On the Job | Read chapter information on personality types. Use worksheet to determine your personality type. In small groups students can discuss the differences between personality types. |

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Being on Time | Students participate in a class discussion on the topic of tardiness in the classroom and on the job. Emphasize what happens when employees do not come to work at the assigned time. What affect does it have on you as a co-worker and on the work production. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Employer Banquet | Students will participate in class discussion about the employer-employee banquet held at the end of the year. Topics of discussion: 1. good manners, 2. appropriate topics of conversation, 3. table etiquette, etc. |

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Interpersonal Skills | Students are encouraged to introduce teacher co-ordinator to fellow workers at the students' training station. Short visitation can follow. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Relationships on the Job | Students will role-play situations requiring tact, pleasantness, compliments, etc. Students will demonstrate how to give and how to receive a compliment. |

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Interpersonal Skills | Students will participate in a leadership club as a part of their cooperative training. Service projects are required and students will interact with outsiders such as handicapped children. They are assigned responsibilities that require conversation. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Youth Leadership | Personal Growth Through FHA/HERO | Students will participate in class projects that require them to interact with others. Each student is required to know something new about every participant. Students are encouraged to visit with others, not just ask questions. |

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Interpersonal Skills | Students will role-play in groups of four to six. The scene to be enacted is that of the employer banquet in the spring. Teacher will move in and out of group meetings to keep students on task. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Effective Communication | Students will complete worksheet entitled "From a gripe to a goal in ten minutes". Students will learn to state a problem or a complaint as a concern. |

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Interpersonal Skills | Review guidelines for avoiding conflicts with co-workers. Students will work in small groups on case studies that will highlight common problems in the work place that frequently lead to arguments. |

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Team Work | Students will write a short paper on a fellow employee who helped them at a particular time. Students will share papers with class and discuss findings. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Team Work | Circular discussion of the importance of being a team player. Students will relate one incident when they were called in to work or assisted someone who needed help at work. |

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manners in a social setting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Social Skills | Classroom setting: Circular discussion setting with volunteers in the center to role-play the scenario of 2 employees having dinner at the employer banquet for Home Economics Cooperative Education. Students in the circular setting will observe and ask questions of the volunteers. Volunteers can be changed throughout class period. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Social Skills | Write a paragraph on how people can be very different and still be working toward a common goal. |

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked (i.e.,name, address, phone number, social security number)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 12 | Job Application | Prepare For Your Future | Prepare a "mini-personal data sheet" to carry in your wallet for job interviews. Students will list all pertinent data and keep it updated. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Job Success | Personal Effectiveness | Students will prepare bulletin board or poster board displaying street signs for child care centers. Students will concentrate on appropriate colors, shapes, etc. for easy recognition. |

Transition Skill Number: 108 Transition Skill Title: Use public transportation(e.g., bus, taxi)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11-12 | Self Help Skills | Transportation | Students will call the Dallas Area Rapid Transit office and provide a departure address and destination address to determine the bus number they need. They also need to decide what time they board the bus to be at work on time. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Future Homemakers of America/HERO | Leadership | Club Activity: Students will meet at McDonald restaurant and order breakfast. |

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g.,food packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Consumerism | Students are required to bring food labels to class for discussion. Students question any unfamiliar terms such as RDA, servings per container, sodium, etc. |

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Economics | 11 - 12 | Job Success | Healthy Employees are Better Employees | Show video that describes how you shop for healthier eating habits. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothes

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Consumerism | Have student employed in fashion retail describe how to care for items of clothing. |

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g.,at home, commercial facilities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Training Station Reports | Retail fashion students will present a report on different types of laundry detergents to use or not to use on specific types of fabric. |

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Goal Setting | Assign students to perform household tasks of bed making, vacuuming and picking up clothes for one week. Students will write a report about the success of their project. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 115 Transition Skill Title: Ingest medication as prescribed

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Training Station Report | Students will discuss the medicinal policies of their child care establishment with the Home Economics Cooperative Education class. |

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Future Homemakers of America/HERO | Fund Raising | After a fund raising sale, students will count the money raised and give it to the teacher to check for accuracy. |

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Budgeting | Students will view filmstrips about money management and begin accounting for their money by keeping an expenditure chart. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Money Management | Banking | Students will read information in textbook describing types of checking accounts. Students will use work sheets to fill out checks, signature cards, and reconcile a bank statement. |

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Job Success | Safety | Show film or invite speakers to discuss emergency procedures. |

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Personal Management | Life Cycle | Students will role play different stages of family life cycle and plan leisure activities for: newlyweds, child bearing, child raising, empty nest and widowhood. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Citizen Services | Role of a Citizen | Students will define the following terms: aliens, Bill of Rights and capitalism. |

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library and hot line services, etc.

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Citizen Services | Effective Citizenship | Students will tour the city facilities as time allows and write a report about one of the services offered by the community. |

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Citizen Services | Effective Citizenship | Invite a local speaker to discuss counseling and law enforcement services. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment and emergency services, etc

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Citizen Services | Effective Citizenship | Show a film from the City of Garland on community services. |

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease, or purchase

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Citizen Services | Consumer Rights and Obligations | Invite a leasing agent to discuss the methods of locating an apartment for rent. |

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Citizen Services | Legal Responsibilities | Provide rental agreement and leases for students to interpret. Discuss legal ramification of contracts. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Citizen Services | Legal Responsibilities | Invite private and public utility representatives into classroom to discuss local utility rates and services. |

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Home Economics Cooperative Education | 11 - 12 | Independent Living Skills | Budgeting for a Residence | Students will create a monthly budget for maintaining a residence. The budget items will include rent, utilities, insurance and other maintenance costs. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 1 Transition Skill Title: Read, write, and count single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Inventory Control | Problems from workbook Math For Distribution on inventory and figuring open-to-buy. |
| | | Hours/Wages | Computing Hours | Computing hours worked per day. |
| | | Merchandising Math | Purchase Order | Total merchandise on purchase orders from Math For Distribution. |
| | | Taxes | Completing W-4 Forms | Understanding Taxes - W-4 sample problems. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 2 Transition Skill Title: Read, write, and count multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Inventory Control | Enter number of hours worked per week. |
| | | | Computing Hours | Count items on shelf at work. |
| | | | Purchase Orders | Check invoices against bills of loading. |
| | | | Fundraising | Count inventory of fund raising items. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 3 Transition Skill Title: Add and subtract single digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Inventory | Inventory control problems from workbook Math for Distribution. |

Transition Skill Number: 4 Transition Skill Title: Add and subtract multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Forms for Businesses | Employer Evaluation | Add scores from employer evaluation. |
| | | | Time Sheets | Add hours for six weeks. |
| | | Merchandising Math | Leadership | Add units sold in fundraising. |
| | | | Organization | Inventory fundraising item and subtract units sold. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 5 Transition Skill Title: Multiply and divide single digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Wage/Hours | Multiply hours worked.<br>Figure parts of shipment/invoice. |

Transition Skill Number: 6 Transition Skill Title: Multiply and divide multiple digit whole numbers

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Math for Distribution | Inventory Control | Inventory problems from Marketing Essentials Math Workbook. |
| | | | Handling Invoices | Invoice problems from Marketing Essentials Math Workbook. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 7 Transition Skill Title: Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Figuring Open-to-Buy<br>Computing Hours for Payroll | Students will figure units available to buy from inventory counts.<br>Students will compute hours of store employees for payroll. |

Transition Skill Number: 8 Transition Skill Title: Read and write common fractions

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Marketing Math/Math for Distribution | Measurements | Students will enter hours/parts of hours on time sheets.<br>Students will read measurements of fabric, paint, display supplies. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 9 Transition Skill Title: Add and subtract common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Wage/Hours | Students will add up hours/fractions of an hour on time sheets, and total hours worked for two weeks. |
| | | Math for Distribution | Measurements | Students will add/subtract measurements of fabric, paint, display supplies. |

Transition Skill Number: 10 Transition Skill Title: Multiply and divide common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Wage/Hours | Students will multiply/divide parts of hours for wage/hour reports. |
| | | Math for Distribution | Measurements | Students will multiply/divide common fractions/measurements of fabric, paint, display supplies. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 11 Transition Skill Title: Solve word problems with common fractions

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Wage/Hours | Wage/Hour problems on figuring schedules. |
| | | Math for Distribution | Measurements | Using assigned problems from individualized instruction manuals, students will figure measurements from word problems as related to individual jobs. |

Transition Skill Number: 12 Transition Skill Title: Carry out arithmetic computations involving dollars and cents

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Wage/Hour | Figuring Wages |
| | | Math for Distribution | Selling Unit | Figuring sales tax, sales slips, invoices, multiple pricing, markup/markdown. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 13 Transition Skill Title: Read and write decimals in more then one places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Marketing Math | Decimals | Chapter eight Marketing Essentials "Fundamentals of Math", decimal numbers page 91. Complete problems; checking completed work with calculators. |

Transition Skill Number: 14 Transition Skill Title: Round off decimals to one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Merchandising Math | Taxes | Figuring taxes - sales tax, withholding tax, FICA tax. |

Transition Skill Number: 15 Transition Skill Title: Add and subtract decimals in one or more places

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Marketing Math | Sales Receipts | Students will compute sales receipts totals using multiple pricing extending prices and figuring sales tax. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 16 Transition Skill Title: Solve word problems with decimals

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Marketing Math | Figuring Payroll | Students will complete wage & hour problems from Marketing Essentials Math Workbook. |

Transition Skill Number: 17 Transition Skill Title: Use a calculator to perform basic arithmetic operations to solve problems

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Math for Distribution | Cost Estimation | Students will use a calculator to estimate the cost of merchandise manufacturing, transportation and display. |

Transition Skill Number: 18 Transition Skill Title: Interpret graphs, charts, and tables

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Sales Unit | Reading Sales Figures | Read sales chart, store budgets, personal budgets. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 19 Transition Skill Title: Use plural words appropriately in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | All Units | Vocabulary Lists | Current marketing terminology is maintained in class notebook, use vocabulary in sentence. |

Transition Skill Number: 20 Transition Skill Title: Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication in Retailing | Writing Business Letters | Write your employer a letter commending another employee. |

Transition Skill Number: 21 Transition Skill Title: Use appropriate word choices in writing and speaking

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Advertising | Writing an Ad | Write a copy for an ad layout given the product. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 23 Transition Skill Title: Restate or paraphrase a reading passage to confirm understanding of what was read

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Current Events | Business Articles | Using current events from business section - students will summarize a business article in their own words. |

Transition Skill Number: 24 Transition Skill Title: Read and understand forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Training Station Manual | Business Policies | Students will spend the 3rd and 4th week of school compiling a training station manual with a section on recordkeeping. |

Transition Skill Number: 25 Transition Skill Title: Read and understand short notes, memos, and letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Lines of Authority | Understand Lines of Authority | Students will use sample company memos to interpret company policy from supervisor. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 26 Transition Skill Title: Understand the meanings of words in sentences

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Safety Rules and Regulations | Safety Rules and Regulations | Students will take employee regulations book from training station and transfer to class manual. |

Transition Skill Number: 27 Transition Skill Title: Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Marketing Terminology | Marketing Vocabulary | Students take common vocabulary of marketing such as advertising terms as given in text and compare with Webster definition. |

Transition Skill Number: 28 Transition Skill Title: Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Application | Preparing a Resume | Use the telephone book to compile addresses, and phone numbers of references listed on your resume. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 29 Transition Skill Title: Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Sales | Features and Benefits | Read ad copy to determine features and benefits of selling a certain product. |
| | | Job Interview | Preparing for Interviews | Find location of job interview on a city map and determine best route. |

Transition Skill Number: 30 Transition Skill Title: Speak fluently with individuals or groups

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Class Introductions | Students draw birthdays - find person to match it. Get acquainted with person and then introduce them to class. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 32 Transition Skill Title: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Business Environment | "A Typical Day at Work" | Students will give a short 5 minute presentation on a "Typical Day at Work" outlining their job responsibilities, their company history, etc. |
| | | Safety and Security | "Training Station Security" | Students will give oral reports on security measures used on their training stations. |

Transition Skill Number: 33 Transition Skill Title: Give or follow directions clearly and accurately

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Problem Solving | Students will play "Communications Game" omniplex on following directions for problem solving. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 34 Transition Skill Title: Communicate effectively by phone

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Using the Phone to Sell a Product | Guest speaker from GTE with "Phone Etiquette" film and teletrainers. Role play phone problems with customers at work. |

Transition Skill Number: 35 Transition Skill Title: Demonstrate tact and poise when speaking in stressful situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Human Relation | Getting Along at Work | Role-play job situations - problems like irritated customers, problems with supervisors, co-workers, etc. |

Transition Skill Number: 36 Transition Skill Title: Compose logical and understandable written correspondence, memos, short notes, reports, and business letters

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Credit | Collecting Outstanding Accounts | Write a collection letter to be used by your company. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 37 Transition Skill Title: Write understandable statements, phrases, or sentences to accurately fill out forms

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | Job Application | Complete a job application. |
| | | Selling | Sales Receipts | Students will complete sales reports and check control records. |

Transition Skill Number: 38 Transition Skill Title: Write legibly, using correct grammar and spelling

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Application | Completing a Job Application | Students will write a cover letter and complete a job application. |

Transition Skill Number: 39 Transition Skill Title: Restate or paraphrase a conversation to confirm what was said

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Taking Phone Messages for Department or Store Managers | Listen to tapes of customers calling on phone asking for specific information on products, store policies and complaints. Fill out a "While you were out" form with message for your manager. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 40 Transition Skill Title: Ask appropriate questions to clarify another's written or oral communications

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | All Units | Guest Speaker on:<br>1. Careers<br>2. Advertising<br>3. Fashion Industry<br>4. Job Interview<br>5. Budgeting | Students will actively participate by asking questions of the guest speakers. |

Transition Skill Number: 41 Transition Skill Title: Interpret oral directions/orders

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Listening and Visualization | Students will play a communication game with dividing screens explaining "how-to's" to each other. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 42 Transition Skill Title: Seek clarification of unclear directions or assignments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Recording Sales | Making Change | Student will learn proper method of counting change to customers.<br>Role play math problems in change making. |

Transition Skill Number: 43 Transition Skill Title: Use and care for tools, materials and equipment

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Loss Prevention | Stop Employee Damage And Loss | Invite a guest speaker in charge of loss prevention/risk management at Minyards Food Store. |
| | | Orientation to Training Stations | Making A Training Station Manual | Training station unit on materials used on the job. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 44 Transition Skill Title: Produce quality products

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Advertising | Preparing An Ad Layout | Students will complete a newspaper ad (for marketing education) layout as a summative project in advertising. The ad will follow assigned guidelines and be used in recruitment campaigns for the marketing program. |

Transition Skill Number: 45 Transition Skill Title: Follow directions for a specific task

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Your Job in Marketing | Beginning Skills in Marketing | Oral presentation to class on job responsibilities. The teacher will demonstrate to class how to do a task from work: Ex: Count down a till, Ex: How to order and How to set up display, Ex: How to count for inventory. |

Transition Skill Number: 46 Transition Skill Title: Follow one-step directions correctly

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation to Marketing Education | Program Regulations | Students will enter hours worked on daily time sheet.<br>Students will take home class forms to be signed and returned on time. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 47 Transition Skill Title: Follow multiple step directions correctly (e.g., two to five steps)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Recording Sales | Sales Slips | Students will complete sales slips for cash, charge, and c.o.d. orders. |

Transition Skill Number: 48 Transition Skill Title: Show recognition of authority figures and supervisors and their roles

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Human Relations | Getting Along With Your Supervisor | Show video "How to Get along with Monsters, Mummies, aliens from Space and Your Boss"<br>Role play real life situations depicting employer/employee relationship. |

Transition Skill Number: 49 Transition Skill Title: Display loyalty to school/ company/ job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Interpersonal Skills | Personal Traits And Skills | Students will role play how to handle confidentiality of pay, gossip on the job, customers or employees' dishonesty. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 50 Transition Skill Title: Establish realistic career goals/choices

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Careers in Marketing | Self Assessment And Career Research | Administer ASVAB test, Vocational Aptitude Battery and Career Interest Survey to determine aptitude and abilities of students. |

Transition Skill Number: 51 Transition Skill Title: Display a positive attitude toward work (work ethic)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Interpersonal Skills | Understanding Others | Case study in cooperative learning group "Treating People Right" Chapter 11 page 127 Management Skills. |
| | | Writing Assignment for TAAS | Positive Attitude At Work | Students will write a paper on what "I like about My Job". |
| | | Advertising | Ad. Layout | Students will create an ad. for their training station on the positive aspects of working there. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 52 Transition Skill Title: Demonstrate a good record of attendance

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation to Marketing Education | Attendance is Important | Students are given DECA dollars (points) for good attendance. The points may be used to purchase candy, soft drinks to eat in class or extra points on a class grade. |
| | | | No School/No Work | Students will complete math problems on productivity showing cost of absenteeism in the work place. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 53 Transition Skill Title: Display punctuality at school, work, and following breaks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation to Marketing | Program Rules And Regulation | Students earn "DECA dollars" or pay DECA dollars for punctuality. DECA dollars can be used to "buy" extra points on a class grade or purchase candy or drink to be eaten in class. |
| | | | Employer Evaluations in Co-Operative Education | Employers grade students on punctuality |
| | | Loss Prevention | Employee Theft | Students will figure math problems on time "stolen" from work. |

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 54 Transition Skill Title: Display pride in work

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Class Bulletin Board | Recognition of a Job Well Done | Students will earn stars for good employer evaluation raises, promotions and praise. |

Transition Skill Number: 55 Transition Skill Title: Demonstrate honesty

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Security | Employee Theft of Time, Merchandise, And Money | Discuss with students the consequences of employee theft (e.g. losing the job, going to jail...etc). |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 57 Transition Skill Title: Observe and follow classroom/work rules and regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation to Marketing Education | Co-Operative Rules and Regulations | Students are given rewards for observing class rules - Ex: DECA Dollars for purchasing candy/cokes to eat in class. |

Transition Skill Number: 58 Transition Skill Title: Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation | Employer Evaluation | Explain to students that employer evaluation has initiative as an area to be evaluated on the job. |
| | | Selling | Sales Demonstrations | Students will bring a product from work to "sell" to other students. Students will be in charge of all required preparation and merchandise set up. |

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## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 59 Transition Skill Title: Work at a consistent pace

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation to Marketing Education | Class Expectations | Role play a situation using a co-worker who doesn't do his share, visits too much and waits until last minute to do stock work. |

Transition Skill Number: 60 Transition Skill Title: Manage time appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation to Marketing Education | Employers Evaluation | Using a "Cooperative Learning" assignment, students will work on an assigned task and complete it on time. |

Transition Skill Number: 61 Transition Skill Title: Demonstrate work stability (remains on the job/task until completed)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation | Program Regulations | Students will complete a six week project on maintaining class notebook. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 62 Transition Skill Title: Work effectively under pressure or within time limits

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Merchandising And Display | Creating A Window Display | Students will create a Shadow Box Display using design principles in a shoe box. Students will have 3 class days to determine theme, select merchandise and create display. All work must be done in class. |

Transition Skill Number: 63 Transition Skill Title: Keep work area clean

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11-12 | Orientation to Marketing | Identifying Parts of an Ad. Layout | Students will use newspapers, magazines, glue, scissors, construction paper to assemble advertising notebook identifying all components of an ad. Students must keep area clean and organized to complete task correctly. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 64 Transition Skill Title: Display respect for other people

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Human Relations | Getting Along on the Job | Video "Getting along with Monsters, Mummies, Aliens from Outer Space and Your Boss" with worksheets provided by supplier.<br>Video "Would I Work With Me?" with worksheets provided by supplier.<br>Video " The Generation Gap" working with teenagers with worksheets provided by supplier |

Transition Skill Number: 65 Transition Skill Title: Show respect for property of others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation to Program | Loss Prevention | Guest speaker: Ben Rowe from Minyards on preventing loss through damage to merchandise. Include in training station manual a section on handling and care of merchandise. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 66 Transition Skill Title: Seek help when needed

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation to Program | Getting Along with Supervisors | Role play job problems associated with learning new skills, "How to Ask for Help." |

Transition Skill Number: 67 Transition Skill Title: React appropriately to constructive criticism

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Interpersonal Skills | Writing Assignment "How I Would React." Case studies to be handled by the teacher. |

Transition Skill Number: 68 Transition Skill Title: Accept praise appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communications | "Looking for the Best in People" | Students will circle up and each student will go around and give a "warm fuzzy" to the person on their left. Students will practice/discuss correct responses. |

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 69 Transition Skill Title: Assume responsibility for own actions/behaviors

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Program Orientation | Rules and Regulations | Students will follow rules and regulations of program as well as classroom expectations or accept penalty for breaking the rules. |

Transition Skill Number: 70 Transition Skill Title: Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Interpersonal Skills | Chapter 10, <br>Marketing Essentials<br>"Interpersonal Skills", page 115.<br>Admit your own mistakes role play.<br>A. How to positively handle jamming a piece of equipment at work.<br>B. How to positively handle breaking merchandise while stocking. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 71 Transition Skill Title: Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Human Relations | Decision Making | Show a video tape entitled "Decision Making" with worksheets on problem solving and determining outcomes of solutions. |

Transition Skill Number: 72 Transition Skill Title: Demonstrate willingness to learn new skills/information

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Human Resources | Management Skills | Marketing Essentials<br>Chapter 11, "Handling Responsibility" Students will make a Springboard list of management decisions, made by a McDonald's Manager. Present problems in dress codes and employee relations. |

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 73 Transition Skill Title: Demonstrate adaptability to changing situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Human Resources | Understanding Others | Case study on adjusting to a new manager.<br>Cooperative Learning Group to work on solution to deal with management changes. |

Transition Skill Number: 74 Transition Skill Title: Follow safety regulations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Program Orientation | Safety in the Workplace | Students will list the safety practices used at work. Bring examples of safety measures to share with class for different kinds of jobs represented in class. |

Transition Skill Number: 75 Transition Skill Title: Respond appropriately to classroom and/or job related emergencies

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Program Orientation | Handling Security on the Job | Invite a guest speaker from the local police department to discuss with class the recommended procedure to handle armed robbery and shoplifting at the workplace. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 76 Transition Skill Title: Practice good hygiene/grooming

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation to Program | Making a Good Impression | Students will watch a video tape about the importance of proper grooming on the job. |

Transition Skill Number: 77 Transition Skill Title: Dress appropriately for work/specific job

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation to the Program | Grooming | Students will cut pictures from magazines to complete posters on how to dress for different jobs. |

Transition Skill Number: 78 Transition Skill Title: Correctly complete a job application

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | Job Application | Students will complete sample applications from Target, Sears, Tom-Thumb, and other local businesses for positions they are qualified for. |

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 79 Transition Skill Title: Demonstrate appropriate job interviewing skills

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | The Actual Interview | Students will role play and videotape actual job interviews with Personnel directors and managers from local businesses. |

Transition Skill Number: 80 Transition Skill Title: Demonstrate the ability to complete a job resume

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | Resume Writing | After watching a video on resume writing and studying several examples, students will write their own resume on the classroom computer using "The Resume" program. |

Transition Skill Number: 81 Transition Skill Title: Demonstrate job retention skills (e.g., request a raise, route to promotion)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication Skills | Speaking | Cooperative Learning: Groups will write script for skit asking for a raise or promotion. Best group will videotape skit for presentation. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 82 Transition Skill Title: Prepare letters of application

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | Letter of Application | Using the want ads from a current Dallas Morning News, students will write two letters of application. One letter to a blind ad and one letter to an ad for a job they are interested in. |

Transition Skill Number: 83 Transition Skill Title: Compile a list of references

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | Job References | After a lesson on who to use as a job reference, students will use phone book to make a list of personal and business references with correct addresses and phone numbers. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 84 Transition Skill Title: Apply for a social security card, work permit and/or licenses

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | Job Application, Going to Work | Students will hear guest speaker on Social Security from district office in Dallas. Since students have Social Security numbers, students will apply for a "lost" card. |

Transition Skill Number: 85 Transition Skill Title: Select and plan occupational choices

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Careers | Vocational Aptitudes and Interests | Using Vocational Aptitude tests given by Vocational counselor, students will take the current "Occupational Outlook Handbook" and research training needed for jobs that match their interests and aptitude. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 86 Transition Skill Title: Know and explore occupational possibilities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Careers | Job Opportunities | Using current local newspapers and trade journals, students will make a list of job openings in their area of interest. |

Transition Skill Number: 87 Transition Skill Title: Develop a career plan

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Careers | Developing a Career Plan | Students will develop a career plan outlining their career objectives and how they plan to achieve them. |

Transition Skill Number: 88 Transition Skill Title: Prepare for common types of employment tests

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interviews | Pre-employment Tests | Students will take sample employment tests provided by training sponsors. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 89 Transition Skill Title: Display behavior that is age appropriate

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Survival Skills | Decision-Making/Problem-Solving | Students will view video on "Decision-Making Skills" and complete worksheet with unit. Groups will work together to solve problems in a mature way. |

Transition Skill Number: 90 Transition Skill Title: Work effectively under different styles of supervision

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Management | Management Styles | Students will view "How to get along with mummies, monsters, aliens from space and your boss" video and complete worksheets on management styles. Students will write a paragraph on their supervisor's management style. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 91 Transition Skill Title: Work cooperatively as a member of a team

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Building an Omniplex | Student will work in teams to play a game with facts and information to build an omniplex. Students will have to work together to determine when it was completed and what the measurements were when completed. |

Transition Skill Number: 92 Transition Skill Title: Get along and work effectively with people of different personalities

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Understanding Customers-Merchandising | Buying Motives | Students will work together in groups to define the terms in text related to spending patterns and discretionary income. Groups will complete a poster/collage defining discretionary and essential spending. |

Transition Skill Number: 93 Transition Skill Title: Show up regularly and on time for activities and appointments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA-Youth Leadership Organization | Employer Evaluation | Student is evaluated at training station on being punctual. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 94 Transition Skill Title: Engage appropriately in social interaction and situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA-Youth Leadership Organization | Social Intelligence | Students will attend DECA-Get Acquainted Picnic, Halloween Party- and Christmas Dinner. Students will discuss in class correct etiquette for social activities. |

Transition Skill Number: 95 Transition Skill Title: Speak with others in a relaxed and self-confident manner

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | My Most Embarrassing Moment | In small groups of (6), students will share with the group their most embarrassing moment. |

Transition Skill Number: 96 Transition Skill Title: Compliment and provide constructive feedback to others at appropriate times

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Selling | Sales Demonstrations | Students will evaluate sales demonstrations put on in class. After students have role played their presentations, fellow classmates will critique the demonstration, giving constructive feedback for improvement. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 97 Transition Skill Title: Initiate and maintain friendly conversations with other individuals

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA-Youth Leadership Club | Civic Consciousness | Service Project: Target Senior Citizen/Handicap Shopping 2nd Tuesday of December each year. Students will assist customers shopping, eating, having picture with Santa and getting gifts wrapped. Students must engage in conversations with customers. |

Transition Skill Number: 98 Transition Skill Title: Initiate, maintain, and draw others into friendly group conversations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Getting Acquainted | Students will play get-acquainted game of 20 open-ended questions. Afterward each student will introduce his/her game partner to the class. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 99 Transition Skill Title: Join in friendly group conversation

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA-Youth Leadership Club | Communication | Students will role play joining group conversations emphasizing the importance of good timing. |

Transition Skill Number: 100 Transition Skill Title: Express complaints appropriately

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Writing Memos | Write a memo to your supervisor about a job problem and ways you believe it can be resolved. Write a memo from your supervisor's point of view about employees requesting too much time off. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 101 Transition Skill Title: Avoid arguments

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Group Decision-Making | In Cooperative Learning Groups, students will be given a list of employees with facts about their work experience, age, personality traits, etc. They will then be given the situation of "cutting-back" part-time help. They must decide without argument who should be laid off. |

Transition Skill Number: 102 Transition Skill Title: Help others without being asked

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA-Youth Leadership Organization | Officer Election Campaigns | Students who are running for office will use class time to prepare posters, slogans, and speeches. Class members can join a campaign committee to assist candidates. |
| | | | Employer Evaluation | Students will be evaluated on their show of initiative. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 103 Transition Skill Title: Help others when asked

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA-Youth Leadership Organization | Chapter Project | Chairman will ask fellow students for help in preparing and completing different sections of notebook for contest. |

Transition Skill Number: 104 Transition Skill Title: Demonstrate appropriate manner in a social setting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Social Intelligence | Officer Installation Breakfast<br>Employer Appreciation Banquet | Students will practice table manners and etiquette in preparation for fieldtrip to Crescent Court Hotel.<br>Students will practice introducing each other to their employers.<br>Selected students will bring table settings to class to teach class proper use of eating utensils. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 105 Transition Skill Title: Accept differences in others

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Getting Along with Others at Work | Students will write a five paragraph essay on 3 co-workers at their training station explaining how 3 different personalities can work together for a common goal. Pre-selected papers will be shared with class. |

Transition Skill Number: 106 Transition Skill Title: Provide correct personal information when asked (i.e., name, address, phone number, social security number)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation | Personal Information Cards | Each co-operative student must complete a personal information card to be used daily by teacher for work supervision, job placement information, and parent contract information. |
| | | Job Interview | Application | Students will complete a job application in class without leaving necessary blanks empty. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 107 Transition Skill Title: Read and display recognition of street signs

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Job Interview | The Interview | Students will be given the address and name of a place of business for a job "interview". Using a city map provided by the Chamber of Commerce, students must write directions for getting to the "interview". Discussion on how to read street signs to find correct address of business - odd and even numbering, East/West, and North/South. |

Transition Skill Number: 108 Transition Skill Title: Use public transportation (e.g., bus, taxi)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation | Surviving Without a Car | Each student will he given a DART bus schedule. They will have to find the best way to get home from school and the best way to get from school to work or from work to home. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 109 Transition Skill Title: Demonstrate ability to order food from a menu

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA - Youth Leadership Organization | Meal Budget | Students will participate in a food ordering contest. Students must not exceed their meal budget. |

Transition Skill Number: 110 Transition Skill Title: Demonstrate the ability to read labels (e.g., food, packages)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Selling | Feature/Benefit of a Product | Student will bring products from their training station or home. Students will prepare a feature / benefit sheet using facts taken from labels. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 111 Transition Skill Title: Purchase food and groceries

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA - Youth Leadership Organization | Get acquainted Picnic/Christmas Dinner | Students will plan a menu, determine costs and purchase food for a club activity. |

Transition Skill Number: 112 Transition Skill Title: Buy and care for personal clothing

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Selling | Reading Tags and Labels | Students in fashion merchandising (apparel training stations) will bring products from work and explain care directions for various fabrics. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 113 Transition Skill Title: Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Selling | Reading Tags and Labels | Students working in food marketing training stations will bring different brands and sizes of laundry detergents. The size, strength, and measurements of detergents will be compared. |

Transition Skill Number: 114 Transition Skill Title: Perform basic housekeeping tasks

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation | Training Session | Students will write a one page report on job responsibilities regarding housekeeping done on the job. Students will share with class how housekeeping is done at their training station. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 116 Transition Skill Title: Correctly count money and make change

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation | Change Making | Using a change making kit, students will work with a partner (one will be a customer and one will be a clerk) to solve change making drills. |

Transition Skill Number: 117 Transition Skill Title: Demonstrate appropriate money management through planning and budgeting

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Money Management | Personal Budget | Play game "Life" in class. Case study giving each student amount of money for six months to manage and pay all expenses. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 118 Transition Skill Title: Conduct bank transactions (e.g., checking account, savings account)

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Credit | Checking / Savings Accounts | Students will role play opening a checking/savings account, writing a check, making a deposit and balancing a checkbook. |

Transition Skill Number: 119 Transition Skill Title: Obtain help in emergency situations

| Name of Class | Grade Levels | Unit Title | Lesson Title | Sample Activities |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Orientation | Training Station Manual | Students will discuss the emergency policy of their training stations. |

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 120 Transition Skill Title: Plan use of leisure time for hobbies and recreational activities

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA - Youth Leadership Organization | Committee Activities | Each student will be assigned to a committee to plan a monthly DECA meeting. |
| | | Orientation | Time Management | Invite a guest speaker to discuss with class the importance of proper time management. |

Transition Skill Number: 121 Transition Skill Title: Exhibit responsible citizenship

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | DECA - Youth Leadership Club | Officer Elections | Students will participate in the DECA officer election by running election campaigns and voting. |

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 122 Transition Skill Title: Identify and describe community information services such as housing, education, consumer, library and hot line services, etc.

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Survival Skills | Cooperative Learning Groups- each group will be assigned to research a problem in housing, education, hot line services, etc. Oral reports will be given by each group on their findings. |

Transition Skill Number: 123 Transition Skill Title: Identify and describe community legal and financial counseling and law enforcement services

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Credit | Credit Ratings | Students will list and discuss the various legal, financial and law enforcement services available in the community. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 124 Transition Skill Title: Identify and describe community services such as recreation, transportation, employment and emergency services, etc

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Communication | Using a Phone Book | Using phone books, students will make a list of community services, recreation facilities, transportation and emergency services. |

Transition Skill Number: 125 Transition Skill Title: Locate apartments and houses available for rent, lease, or purchase

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Independent Living Skills | Locating an Apartment | Students will locate apartments for rent by using the classified section of a local newspaper. |

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## RECOMMENDED INSTRUCTIONAL ACTIVITIES (RIA)

Transition Skill Number: 126 Transition Skill Title: Read and interpret rental agreements and leases

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Independent Living Skills | Rental Agreements | Guest Speaker: Leasing manager from an apartment complex to explain contracts and rental agreements. |

Transition Skill Number: 127 Transition Skill Title: Obtain the services of utility companies

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Independent Living Skills | Residence Utilities | In groups, students will research a utility company to find out how to receive services and cost of services. Groups will report information to the class. |

Transition Skill Number: 128 Transition Skill Title: Calculate the cost of maintaining a residence

| **Name of Class** | **Grade Levels** | **Unit Title** | **Lesson Title** | **Sample Activities** |
|---|---|---|---|---|
| Marketing Education | 11 - 12 | Independent Living Skills | Budgeting | Guest Speaker: from financial community to help students with a budget work sheet on housing and maintenance costs. |

## Section Three: Curriculum Review

This section includes an annotated list of currently available curriculum materials that could be used to teach transition skills. The curriculum review sheets are sequenced in alphabetical order according to the last name of the author(s). Each curriculum material review sheet includes the following information:

1 - Transition skill(s) number addressed by the curriculum material
2 - Target grade(s)
3 - Title of curriculum material
4 - Category (e.g. teacher reference, student workbook...etc)
5 - Author(s)
6 - Copyright date
7 - Price
8 - Publisher's address and telephone number
9 - Annotated overview (e.g. contents, reading level, prerequisites...etc).

# List of School to Work and Adult Living
# Transition Skills for Special Populations

**GENERALIZABLE SKILLS (Competencies which are basic, necessary and transferable or common across vocational programs and jobs. These competencies are commonly believed to be necessary for success in vocational programs and employment.) (Greenan, 1986)**

## MATHEMATICS SKILLS

### Whole Numbers
1. Read, write, and count single digit whole numbers
2. Read, write, and count multiple digit whole numbers
3. Add and subtract single digit whole numbers
4. Add and subtract multiple digit whole numbers
5. Multiply and divide single digit whole numbers
6. Multiply and divide multiple digit whole numbers
7. Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers

### Fractions
8. Read and write common fractions
9. Add and subtract common fractions
10. Multiply and divide common fractions
11. Solve word problems with common fractions

### Decimals
12. Carry out arithmetic computations involving dollars and cents
13. Read and write decimals in one and more places
14. Round off decimals to one or more places
15. Add and subtract decimals in one or more places
16. Solve word problems with decimals in one or more places

### Measurement and Calculations
17. Use a calculator to perform basic arithmetic operations to solve problems
18. Interpret graphs, charts, and tables

## COMMUNICATION SKILLS

### Words and Meanings
19. Use plural words appropriately in writing and speaking
20. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking
21. Use appropriate abbreviations of words in writing and speaking
22. Use appropriate word choices in writing and speaking

**Reading**

23. Restate or paraphrase a reading passage to confirm understanding of what was read
24. Read and understand forms
25. Read and understand short notes, memos, and letters
26. Understand the meanings of words in sentences
27. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words
28. Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls
29. Read and interpret advertisements, contracts, labels, directions, maps, catalogs, and signs

**Speaking**

30. Speak fluently with individuals or groups
31. Pronounce words correctly
32. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures
33. Give or follow directions clearly and accurately
34. Communicate effectively by phone
35. Demonstrate tact and poise when speaking in stressful situations

**Writing**

36. Compose logical and understandable written correspondence, memos, short notes, reports, and business letters
37. Write understandable statements, phrases, or sentences to accurately fill out forms
38. Write legibly, using correct grammar and spelling

**Listening**

39. Restate or paraphrase a conversation to confirm what was said
40. Ask appropriate questions to clarify another's written or oral communications
41. Interpret oral directions/orders

**JOB SPECIFIC SKILLS (Competencies that will enable an individual to work effectively on a specific job)**

42. Seek clarification of unclear directions or assignments
43. Use and care for tools, materials and equipment
44. Produce quality products
45. Follow directions for a specific task
46. Follow one-step directions correctly
47. Follow multiple step directions correctly (e.g., two to five steps)
48. Show recognition of authority figures and supervisors and their roles
49. Display loyalty to school/company/job

**EMPLOYABILITY SKILLS** **(Competencies that will enable an individual to obtain and retain a job)**

**50.** Establish realistic career goals/choices
**51.** Display a positive attitude toward work (work ethic)
**52.** Demonstrate a good record of attendance
**53.** Display punctuality at school, work, and following breaks
**54.** Display pride in work
**55.** Demonstrate honesty
**56.** Demonstrate dependability
**57.** Observe and follow classroom/work rules and regulations
**58.** Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)
**59.** Work at a consistent pace
**60.** Manage time appropriately
**61.** Demonstrate work stability (remains on the job/task until completed)
**62.** Work effectively under pressure or within time limits
**63.** Keep work area clean
**64.** Display respect for other people
**65.** Show respect for property of others
**66.** Seek help when needed
**67.** React appropriately to constructive criticism
**68.** Accept praise appropriately
**69.** Assume responsibility for own actions/behaviors
**70.** Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)
**71.** Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)
**72.** Demonstrate willingness to learn new skills/information
**73.** Demonstrate adaptability to changing situations
**74.** Follow safety regulations
**75.** Respond appropriately to classroom and/or job related emergencies
**76.** Practice good hygiene/grooming
**77.** Dress appropriately for work/specific job
**78.** Correctly complete a job application
**79.** Demonstrate appropriate job interviewing skills
**80.** Demonstrate the ability to complete a job resume
**81.** Demonstrate job retention skills (e.g., request a raise, route to promotion)
**82.** Prepare letters of applications
**83.** Compile a list of references
**84.** Apply for a social security card, work permit and/or licenses
**85.** Select and plan occupational choices (e.g., make realistic career choices, identify requirements of appropriate and available jobs, identify occupational aptitudes and abilities, identify occupational interests, match occupational interests with abilities, locate appropriate training program)

86. Know and explore occupational possibilities (e.g., locate sources of occupational and training information, classify jobs into occupational categories, investigate local job opportunities)
87. Develop a career plan
88. Prepare for common types of employment tests

**WORK RELATED SKILLS (Competencies that will enable an individual to establish effective interpersonal relationships on the job)**

89. Display behavior that is age appropriate
90. Work effectively under different styles of supervision
91. Work cooperatively as a member of a team
92. Get along and work effectively with people of different personalities
93. Show up regularly and on time for activities and appointments
94. Engage appropriately in social interaction and situations
95. Speak with others in a relaxed and self-confident manner
96. Compliment and provide constructive feedback to others at appropriate times
97. Initiate and maintain friendly conversations with other individuals
98. Initiate, maintain, and draw others into friendly group conversations
99. Join in friendly group conversations
100. Express complaints appropriately
101. Avoid arguments
102. Help others without being asked
103. Help others when asked
104. Demonstrate appropriate manners in a social setting
105. Accept differences in others

**SELF HELP/INDEPENDENT LIVING SKILLS (Competencies that will enable an individual to live independently in the community)**

106. Provide correct personal information when asked (i.e., name, address, phone number, social security number)
107. Read and display recognition of street signs
108. Use public transportation (e.g., bus, taxi)
109. Demonstrate ability to order food from a menu
110. Demonstrate the ability to read labels (e.g., food, packages)
111. Purchase food and groceries
112. Buy and care for personal clothing
113. Demonstrate the ability to use laundry products appropriately (e.g., at home, commercial facilities)
114. Perform basic housekeeping tasks
115. Ingest medication as prescribed
116. Correctly count money and make change

117. Demonstrate appropriate money management through planning and budgeting
118. Conduct bank transactions (e.g., checking account, savings account)
119. Obtain help in emergency situations
120. Plan use of leisure time for hobbies and recreational activities (e.g., demonstrate knowledge of available community resources, engage in group and individual activities, choose and plan activities)
121. Exhibit responsible citizenship (e.g., demonstrate knowledge of civil rights and responsibilities; know nature of local, state and federal governments, demonstrate proper voting procedure)
122. Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.
123. Identify and describe community legal and financial counseling and law enforcement services
124. Identify and describe community services such as recreation, transportation, employment, and emergency services, etc
125. Locate apartments and houses available for rent, lease, or purchase
126. Read and interpret rental agreements and leases
127. Obtain the services of utility companies
128. Calculate the cost of maintaining a residence

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 119,120,122,123,127 Target Grade(s): 7 - 12

Curriculum Title: The APL Series: Coping in Today's Society: Community Resources

Category: Textbook: X Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Adult Performance Level Project

Copyright Date: 1980 Price $:

Can be Obtained from:

Harcourt Brace Jovanovich, Inc.
New York, NY

Phone (if applicable):

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Overview:

This material is based on the competencies identified by the APL project at the University of Texas as necessary for adults. The material addresses use of the telephone and the library as information sources, being aware of public assistance programs, knowing about driving regulations, transportation and reservations, recreation and mass media.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 59,60,61,62 Target Grade(s): 7 - 12

Curriculum Title: Don't Get Fired (Second Edition)

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Anema and Lefkowitz

Copyright Date: 1990 Price $: 4.95 per copy

Can be Obtained from:

Janus Book Publishers, Inc.
2501 Industrial Parkway West
Hayward, CA 94545

Phone (if applicable): 1 (800) 227-2375

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Overview:

Through this curriculum, students learn about specific performance guidelines of behavior that employers expect in addition to good job skills, interest and aptitudes.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 50,51,72,76,77,79,80,82,83,86,87 Target Grade(s): 7 - 12

Curriculum Title: How to Look Good to an Employer

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Anthony, Rebecca and Roe, Gerald

Copyright Date: 1987 Price $: 11.40 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This curriculum includes a simple step-by-step approach to first time job seekers. Skills targeted include resume and letters preparation, job interviewing skills and finding job leads and contacts. The materials reading level is controlled at 5.0-6.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 17 Target Grade(s): 7 - 12

Curriculum Title: Using a Calculator

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Aronson, Gregg, Echaore, Susan D. and Roderman, Winifred Ho

Copyright Date: 1985 Price $: 30.90 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This workbook teaches students how to operate a simple calculator to compute and verify answers. Problem-solving and basic math skills could be developed through acquisition of the calculator operation skill.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 125,126,127,128 Target Grade(s): 7 - 12

Curriculum Title: Planning for Your Own Apartment

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Belina, Virginia Sweet

Copyright Date: 1975 Price $:

Can be Obtained from:

Fearon Publisher, Inc.
Belmont, CA

Phone (if applicable):

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Overview:

This material includes the following topics: planning to live on your own, looking for an apartment, planning for furnishing your apartment, shopping and buying for your apartment, planning budgets and sharing expenses, getting things together, decorating your apartment, and sharing responsibilities.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 30,31,32,35,39,40 Target Grade(s): 7 - 12

Curriculum Title: Assist Students in Improving their Oral Communication Skills (Module M-4)

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Bell, Jennifer A., and King-Fitch, Catherine C.

Copyright Date: 1985 Price $:

Can be Obtained from:

AAVIM-The University of Georgia
120 Driftmier Engineering Center
Athens, GA 30602

Phone (if applicable): 1 (404) 542-2586

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Overview:

This teacher guide emphasizes the importance or oral communication as a job skill as well as an interpersonal one. Skills addressed include: speaking with individuals and groups, pronunciation, non-verbal gestures and active listening.

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 29,110,117,118 Target Grade(s): 9 - 12

Curriculum Title: Economics: It's Your Business

Category: Textbook: X Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Billings, Henry

Copyright Date: 1986 Price $: 18.35 per set

Can be Obtained from:

The People Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

The student text is written on a 3rd grade reading level. A long with the workbook and teacher's guide, the curriculum is purposely designed to give the teacher a better chance of opening up class discussions. The curriculum provides for practical applications of economic concepts and skills (e.g. write a check, plan a personal budget, read the want ads...etc).

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 94,95,96,98,99,101,103,104,105 Target Grade(s): 7 - 12

Curriculum Title: Improving Relationships with Friends

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Bobbitt, Norma and Dorby, Alberta

Copyright Date: Price $:

Can be Obtained from:

Michigan Department of Education
Michigan State University
Michigan

Phone (if applicable):

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Overview:

This module was designed to help students gain a better understanding of themselves and others. It covers four concepts: selecting friends, influence of peers, personal assessment of social acceptance, and improving communication among friends. The book also includes a pre- and post- assessment forms.

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 44,45,46,47,48,49,51,52,53,54,55,56,58,59,60,64,67,68,69,70,72,
73,78,78,79,86,91,92,93 Target Grade(s): 7 - 12

Curriculum Title: Life Skills Attitudes on the Job (T364)

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Brewner, McMahon, Paris, and Roche

Copyright Date: 1988 Price $: 5.95 per copy

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

This curriculum teaches the interpersonal skills needed by special needs students to obtain and hold a job. Skills addressed include the following: being honest on the job, attendance on the job, willingness to work on the job, accepting orders, getting along with others, following directions, treating customers well and job-related skills. The reading level is controlled between 3-5 levels.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 7,77,91,92,117 Target Grade(s): 7 - 12

Curriculum Title: Job Survival Skills (T325)

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Brewner, McMahon, and Roche

Copyright Date: 1990 Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

---

Overview:

Job Survival Skills teaches students the decision-making techniques, attitudes, and skills needed to deal with typical problem situations that arise on the job. Contents include: personal appearance, cooperation with the employer, cooperation with co-workers, communication, decision-making, initiative and money management. The reading level of the material is controlled at the 3-6 levels.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 44,,8,57,65,74,76,113,114,116,119,120,122 Target Grade(s): 7 - 12

Curriculum Title: Life Centered Career Education: A Competency Based Approach

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Brolin, Donn E.

Copyright Date: 1989 Price $: 19.50

Can be Obtained from:

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

Phone (if applicable):

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Overview:

This curriculum has organized 22 student competencies into three primary categories - daily living skills, personal-social skills, and occupational guidance and preparation. Every competency was broken into a number of sub-competencies. Every competency contains objectives, activities/strategies and adult/peer roles were outlined.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 118  Target Grade(s): 9 - 12

Curriculum Title: Using a Checking Account

Category: Textbook: X  Teacher Reference: X Student Workbook:

Computer Software:   Other:

Author(s):   Bywater

Copyright Date:   1980  Price $: 8.65 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ  07662

Phone (if applicable):  1 (800) 822-1080

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Overview:

Using a checking account provides students with skills necessary for shopping, for opening and maintaining a checking account. The information is presented in small and distinct steps that enhances students comprehension. The reading level is controlled at Spache 2.3-2.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 1,2,24,30,33,34,43,61,63,66,67,68,69,70,74,75,102,103,104 Target Grade(s): 7 - 12

Curriculum Title: Entry Level Skills Criteria: Instructional Manual

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Cameron, Carl T. and Johnson, Jodi

Copyright Date: 1983 Price $:

Can be Obtained from:

Missouri LINC
2316 Industrial Drive
Columbia, MO 65202

Phone (if applicable): 1 (800) 669-2465

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Overview:

The entry level skills curriculum addresses a variety of skill areas such as: skills needed to enter a specific occupation, equipment skills, communication skills, classroom behavior skills and gross motor skills. Every curriculum unit consists of activities broken into tasks along with a listing of required materials and resources.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 119,122,123,124 Target Grade(s): 7 - 12

Curriculum Title: Getting Help

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Chan, Janis

Copyright Date: 1981 Price $: 4.95 per copy

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Getting Help provides students with information about free or low-cost services available in most communities. Examples of such services include finding a lawyer, dealing with pregnancy, drug abuse and emotional problems. The reading level is controlled at 2.5-4.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 112,113 Target Grade(s): 7 - 12

Curriculum Title: Selecting Clothes

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Clovis Adult School

Copyright Date: 1978 Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This unit was written for independent study. It teaches students how to determine their proper clothing size and how to correctly read and understand care instructions on clothing labels. The unit includes a pre-post test.

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2278

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 71 Target Grade(s): 7 - 12

Curriculum Title: Problem Solving

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Clovis Adult School

Copyright Date: 1978 Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This unit was designed to help students acquire problem solving skills.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 107  Target Grade(s): 7 - 12

Curriculum Title: Traffic Signs

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:  Other:

Author(s):  Clovis Adult School

Copyright Date:  1978  Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This unit was written for independent study, it teaches students about different traffic/road signs including those with words and those with only pictures. The unit also covers the difference between flashing red and flashing yellow lights. Pre-post test is included.

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 78 Target Grade(s): 7 - 12

Curriculum Title: Job Application

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Clovis Adult School

Copyright Date: 1978 Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This unit was written for independent study, it covers job application. Students will learn selected vocabulary words frequently found on job applications. Other topics include job application completion, how to write a letter of application and resume preparation. The unit also includes a pre-post test and answer key.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 108  Target Grade(s): 7 - 12

Curriculum Title: Transportation Information

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:  Other:

Author(s): Clovis Adult School

Copyright Date: 1978  Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This easy-to-understand unit was written for independent study, it covers transportation information. Specific topics include how to read a city bus schedule and map, how to read a long distance bus schedule, how to read a train schedule and how to read an airline time table. A pre-post test and answer key are also included.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 108  Target Grade(s): 7 - 12

Curriculum Title: Riding the Bus

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:   Other:

Author(s):   Clovis Adult School

Copyright Date:   1978  Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This unit covers the skills associated with riding a bus. It includes schedule information, bus fares, and proper behavior.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 34 Target Grade(s): 7 - 12

Curriculum Title: Using the Phone

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Clovis Adult School

Copyright Date: 1978 Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This independent study unit covers using the white and yellow pages, locating emergency phone numbers, procedures for calling long distance. The unit also includes pre-post tests.

2290

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 88 Target Grade(s): 7 - 12

Curriculum Title: Test Taking Skills

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Clovis Adult School

Copyright Date: 1978 Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This unit was written for independent study and covers information needed for taking tests. Specific topics include: common test-taking vocabulary words and phrases, following printed directions, techniques for taking objective and easy type tests and solutions for sources of test anxiety.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 125,126,127,128 Target Grade(s): 7 - 12

Curriculum Title: Housing Needs

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Clovis Adult School

Copyright Date: 1978 Price $:

Can be Obtained from:

Clovis Unified School District
Clovis, CA

Phone (if applicable):

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Overview:

This unit was written for independent study, it covers housing needs like rental agreements, breaking a lease and security deposit. Students will also learn selected vocabulary related to housing, identify advantages of renting or buying a home, compute how much of monthly income should be spent on housing.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 36  Target Grade(s): 7 - 12

Curriculum Title: Writing to Others

Category: Textbook:   Teacher Reference: X Student Workbook: X

Computer Software:   Other:

Author(s):   Cook, Cheri

Copyright Date:   1986  Price $: 9.30 per set

Can be Obtained from:

The People Publishing Group
365 West Passaic Street
Rochelle Park, NJ  07662

Phone (if applicable):  1 (800) 822-1080

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Overview:

This text helps students master everyday writing skills. Formats and examples of notes, messages and letters with pointers on style and content are included. Activities include role-playing and suggested discussion topic. Reading level is controlled at Dale Chall 4.2-4.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 117,118 Target Grade(s): 7 - 12

Curriculum Title: You and Your Money

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Crowell, Caleb

Copyright Date: 1987 Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

You and Your Money teaches students about both the opportunities and the pitfalls of financial responsibility. It includes topics like: banking, credit, paying for what you buy and taking loans. The reading level is controlled at the 4-6 levels.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 17,18 Target Grade(s): 7 - 12

Curriculum Title: Math for the World of Work (T374)

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Crowell, Caleb

Copyright Date: 1990 Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

Math for the World of Work addresses math skills most widely used on the job at the entry level. The sections included cover the following topics: fractions, measurements, weights and measures, the calculator, reading scales, meters and dials and reading tables. The reading level of this curriculum is controlled at the 4 to 6 reading levels.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 117,118 Target Grade(s): 7 - 12

Curriculum Title: Handling Your Money

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other: Video Cassette or Film Strips

Author(s): Crowell, Caleb, Masenfelder, Donn, and Margulies, Stuart

Copyright Date: 1990 Price $: 135.00 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

This audio visual program introduces students to basic principles of money management that they will need to know in living on their own. Contents include: basic money management, budgets, banks and banking and credit.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 48,81,90,94,95 Target Grade(s): 7 - 12

Curriculum Title: Successful Living Skills: Effective Employment Practices

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Curriculum and Instructional Materials Center

Copyright Date: 1988 Price $:

Can be Obtained from:

Curriculum and Instructional Materials Center
State Department of Vocational and Technical Education
Stillwater, OK 74074

Phone (if applicable):

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Overview:

This student work book focuses on the following employment practices: career planning, job search and application, job interview, pay check and succeeding on the job. Each topic of the above includes a list of specific objectives, information sheet and assignment sheets. The material could also be used as a teacher reference.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 36,37,38 Target Grade(s): 7 - 12

Curriculum Title: Basic Composition: A Step-By-Step Approach

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Defelice, Louise

Copyright Date: 1989 Price $: 10.90

Can be Obtained from:

The People Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This step-by-step approach to writing enables students to write and edit basic composition. The lesson's design allows the text to be used in a remedial fashion. The table of contents includes the following: thinking, the thesis statement, organization and development, writing, editing and the most common errors. The reading level is controlled at Dale Chall 4.5-6.0.

2307

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 121,122,123,124 Target Grade(s): 7 - 12

Curriculum Title: Scholastic Real Life Citizenship

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Dykstra, Gretchen, Fielder-John, Jean and Wilson, H.

Copyright Date: 1979 Price $:

Can be Obtained from:

Scholastic Book Services
50 West 44th Street
New York, NY 10036

Phone (if applicable):

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Overview:

The Real Life Citizenship curriculum includes a textbook, a teacher guide and a teaching guide. It deals with citizenship's basic information, local, state, federal government, the legal system, the political process, and the citizen as a consumer.

**DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM**

CURRICULUM REVIEW SHEET

Transitions Skill#: 51,53,81,83,84,85,86,87,89,90,91,92,93,94,95,96,97,105 Target Grade(s): 7 - 12

Curriculum Title: Texas Job Hunters Guide

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): East Texas State University

Copyright Date: 1990 Price $:

Can be Obtained from:

Texas Soicc
TEC Building, Room 526T, 15th and Congress
Austin, TX 78778

Phone (if applicable): 1 (800) 822-7526

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Overview:

This reference book provides a wide array of information about obtaining and maintaining a job. Starting with the self assessment and exploration and ending with necessary skills for job retention. Teachers and curriculum developers will find this guide very helpful when teaching students job search and maintenance skills.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 19,20,21,22,23,24,25,26,106,108,109,114,118,120,126,127,128 Target Grade(s): 7 - 12

Curriculum Title: Simply English

Category: Textbook: Teacher Reference: Student Workbook:

Computer Software: X Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 259.00 (Apple or IBM)

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201
Phone (if applicable): 1 (800) 633-8623

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Overview:

Simply English helps students learn how to speak, read, write and understand basic survival skills. Daily living skills covered by the curriculum include: personal identification, health, money and banking, at the restaurant, leisure time, the telephone and transportation...and many more. The material includes teacher's edition, five textbooks, five workbooks, five eight parts of speech, simply English software, survival words software and the 3000 most commonly used words in English language software.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 52,53,61  Target Grade(s): 7 - 12

Curriculum Title: Time Incentive Program

Category: Textbook:  Teacher Reference: X Student Workbook: X

Computer Software:  Other: Time Recorder, Time Cards, Job Cards, Card Rack

Author(s): EBSCO

Copyright Date: 1991  Price $: 395.00 per set

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

This program teaches students at all levels how to manage time in the work place. Skills addressed include: punctuality, accurate job performance and maintenance of a consistent work pace. The programs's package includes: time recorder, instructor's guide, instructional objectives, time cards, job cards, card rack and student work behavior record.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 3,4,5,6,9,10,15 Target Grade(s): 7 - 12

Curriculum Title: Applied Vocational Math

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: X Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 395.00 per set

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

Applied Vocational Math assesses and teaches basic math skills directly applied to the vocational training areas of interest. Currently the curriculum addresses 19 occupational areas like auto body, drafting, health occupations, transportation, marketing cosmetology...etc. The material is written to suit IBM or Apple computers and comes in two different disk sizes (5.25 or 3.5).

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 8,9,10,12,13,14,15 Target Grade(s): 7 -12

Curriculum Title: Math-a-Matic 2

Category: Textbook: Teacher Reference: Student Workbook:

Computer Software: X Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 89.95 (Apple 5.25 or 3.5) $94.95 (IBM 5.25 or 3.5)

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

Math-a-Matic 2 allows teachers to generate 128 skills specific work sheets. The curriculum covers decimals, fractions, percentages and money problems. The material also enables teachers to print diagnostic tests to determine the students skill level.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 7 Target Grade(s): 7 -12

Curriculum Title: Math-a-Matic 3

Category: Textbook: Teacher Reference: Student Workbook:

Computer Software: X Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 89.95 (Apple 5.25 or 3.5) $94.95 (IBM 5.25 or 3.5)

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

Math-a-Matic 3 allows teachers to generate 109 personalized word problems work sheets for addition, subtraction, multiplication and division. The material also enables teachers to print diagnostic tests to determine the students skill level.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 118 Target Grade(s): 10 - 12

Curriculum Title: Your Checking Account

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 21.95 per copy

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

Your checking account teaches students all the basics of a checking account and uses simulations to reinforce learning. It requires third grade reading level.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 27 Target Grade(s): 7 - 12

Curriculum Title: Dictionary Skills

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 21.95 per set

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

This program was designed with a step-by-step instructions to facilitate the learning of dictionary skills. Topics include alphabetical order, sections of the dictionary, using guide words, pronunciation, syllables, parts of speech, definitions of words, abbreviations, root words and correct spelling. The curriculum requires a third grade reading level.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 1,2,3,4,5,6, Target Grade(s): 7 -12

Curriculum Title: Math-a-Matic 1

Category: Textbook: Teacher Reference: Student Workbook:

Computer Software: X Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 89.95 (Apple 5.25 or 3.5) $94.95 (IBM 5.25 or 3.5)

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

Math-a-Matic 1 allows teachers to generate 150 skill specific work sheets. The curriculum covers whole numbers, addition, subtraction, multiplication and division. The material also enables teachers to print diagnostic tests to determine the students skill level.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 19,20,21,22,107,108,109,110,111,115 Target Grade(s): 7 -12

Curriculum Title: Survival Vocabulary

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 49.95 per set

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

Through this curriculum, students learn to recognize, understand and spell 200 simple words relating to daily living tasks. Emphasis is placed on words relating to home, family, food store, school, health, community and travel.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 17 Target Grade(s): 7 -12

Curriculum Title: Using a Calculator

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 16.95 per set

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

Using a Calculator teaches students how to operate a hand-held calculator and use it to do basic math computations. The material covers real life applications as figuring costs of entertainment, costs of meals, comparing unit prices and balancing a checkbook.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 116 Target Grade(s): 7 -12

Curriculum Title: Counting Money and Making Change

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): EBSCO

Copyright Date: 1991 Price $: 22.95 per set

Can be Obtained from:

EBSCO Curriculum Materials
Division of EBSCO Industries, Inc. Box 11542
Birmingham, AL 35201

Phone (if applicable): 1 (800) 633-8623

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Overview:

This curriculum contains 44 reproducible masters. Each lesson focuses on a basic money handling skill using U.S. currency. The material is written at the second reading level.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 7,11,16,17 Target Grade(s): 7 - 12

Curriculum Title: Solving Word Problems

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Echaore, Susan D., and Roderman, Winifred Ho

Copyright Date: 1985 Price $: 30.90 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Solving Word Problems teaches students to think through and solve work problems. Skills targeted are analyzing work problems, extracting relevant facts, estimating, reading visuals, writing arithmetical sentences and using a calculator. The reading level is controlled at 2.0-3.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 81 Target Grade(s): 7 - 12

Curriculum Title: Basic Survival Blackline Master Books: Keeping a Job

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: One Audio Cassette

Author(s): Fearon

Copyright Date: 1983 Price $: 16.95 per set

Can be Obtained from:

Opportunities for Learning Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This unit helps students gain competency in the area of job retention. The unit contains a cassette with eight lessons and 36 black line master activity sheets to reinforce learning. The reading level is controlled at 2-4.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 34 Target Grade(s): 7 - 12

Curriculum Title: Real Life Reading Series-Telephone

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Ferrell, Carolyn

Copyright Date: 1982 Price $:

Can be Obtained from:

Mafex Associates, Inc.
Johnson, PA

Phone (if applicable):

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Overview:

This lesson teaches students how to use the telephone. It includes 37 activities and numerous illustrations especially in large print.

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 71 Target Grade(s): 9 - 12

Curriculum Title: Problem of the Week

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other: Posters

Author(s): Fisher, Lyle and Medigovich, William

Copyright Date: 1981 Price $: 45.50 per set

Can be Obtained from:

Activity Resources Company, Inc.
P.O. Box 4875
Hayward, CA 94540

Phone (if applicable): 1 (415) 782-1300, FAX (415) 782-8172

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Overview:

These spiral-bound, calendar-style, 16"x22" posters help maintain students interest in math classes. The posters present 30 non-routine classroom-tested problems to help students develop problem-solving skills. The accompanying book presents 30 related problems on reproducible perforated work sheet pages.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16 Target Grade(s): 7 - 12

Curriculum Title: Assist Students in Improving their Math Skills (Module M-5)

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): King-Fitch, Catherine C.

Copyright Date: 1985 Price $:

Can be Obtained from:

AAVIM - The University of Georgia
120 Driftmier Engineering Center
Athens, GA 30602

Phone (if applicable): 1 (404) 542-2586

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Overview:

This module provides practical assistance to vocational and academic teachers for developing math skills instructional materials. Skills targeted include whole numbers, fractions and decimals.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 18,24,25,26,27,30,32,33,34,35,42,56,58,63,64,65,66,74,75,91,97,98,99,100,101,102,103,104,105,119 Target Grade(s): 7 - 12

Curriculum Title: Access Skills - Employability and Study Skills Assessment and Curriculum Guide

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Flanagan, Malcolm and Johnson, Jodi

Copyright Date: 1987 Price $:

Can be Obtained from:

Missouri LINC
2316 Industrial Drive
Columbia, MO 65202

Phone (if applicable): 1 (800) 669-2465

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Overview:

The instructional modules included in this curriculum address the following skill areas: communication skills, numerical skills, social and work skills. Every instructional module contains a teacher work sheet, student work sheet, and a student assessment record form.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 70,71,89 Target Grade(s): 7 - 12

Curriculum Title: The Way to Work

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Forest, Ettrick

Copyright Date: 1989 Price $: 4.50

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This text helps students mature on the job and develop their work and problem-solving skills. Reinforcing exercises are included in the textbook. The reading level is controlled at 2.3.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 7,11,16,17 Target Grade(s): 7 - 12

Curriculum Title: Understanding Word Problems

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Friedland, Mary and Roderman, Winifred Ho

Copyright Date: 1985 Price $: 30.90 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Understanding Word Problems helps students identify basic parts of a word problem, use strategies to solve them, recognize irrelevant information and determine when two or more operations are needed. The reading level is controlled at 2.0-3.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 76 Target Grade(s): 7 - 12

Curriculum Title: Looking Good

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Gaebe, Julie L.

Copyright Date: 1986 Price $: 5.10 per copy

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This workbook provides a step-by-step process to good grooming. Care for hair, skin, nails, teeth and other common grooming problems such as ache and dandruff are discussed. The reading level is controlled at 3.5-4.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 52,59 Target Grade(s): 7 - 12

Curriculum Title: Job Attitudes and Habits

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other: Video Cassette or Filmstrips

Author(s): Gallagher, John

Copyright Date: 1990 Price $: 155.00 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

This audiovisual program teaches the interpersonal skills that people need in order to get along during their first few weeks or months of work. Contents include: the job world, you and your job attitudes, you and your job habits, you and your bosses and you and your co-workers.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 79 Target Grade(s): 7 - 12

Curriculum Title: Job Interview Skills

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other: Video Cassette or Four Color-Sound Filmstrips and Tape Cassettes

Author(s): Gallagher, John

Copyright Date: 1990 Price $: 135.00 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

This filmstrip or video cassette program teaches special needs students the critical interview skills that make the difference in getting a job. Contents include: getting an interview, getting ready, behavior during the interview and verbal skills for the interview.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 112,113 Target Grade(s): 7 - 12

Curriculum Title: Buying and Caring for Clothes

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Goug and Wilson

Copyright Date: 1987 Price $: 21.00 per copy

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Buying and Caring for Clothes provides students with essential information about buying and caring for clothes. Topics discussed include: identification of quality, personal style, fit and colors, affordability and proper laundering requirements. The reading level is controlled at 2.0-3.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 29,110  Target Grade(s): 7 - 12

Curriculum Title: Label Talk

Category: Textbook:   Teacher Reference:  Student Workbook: X

Computer Software:   Other:

Author(s):   Greatsinger, Calvin

Copyright Date:   1976  Price $: 4.80 per copy

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Group
Rochelle Park, NJ  07662

Phone (if applicable):  1 (800) 822-1080

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Overview:

Apart of being an informed consumer is to be able to read and understand products' labels.  This workbook provides an overview of 25 authentic labels including clothing care, meat labels, cereal, fuel, bleach...etc. Reading level is controlled at Spache 3.4.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 29,107 Target Grade(s): 7 - 12

Curriculum Title: Signs Around Town

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Greatsinger, Calvin

Copyright Date: 1976 Price $: 4.80

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This student workbook emphasizes the importance of signs encountered in everyday life. Includes 25 signs of department store, bus station, county courthouse, bus stop, airport...etc. Reading level is controlled at Spache 3.4.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 34  Target Grade(s): 7 - 12

Curriculum Title: Using the Phone Book

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:  Other:

Author(s): Gunlach, Patricia and Kennan, Kelsey

Copyright Date: 1980  Price $:

Can be Obtained from:

Janus Book Publishers, Inc.
2501 Industrial Parkway West
Hayward, CA 94545

Phone (if applicable): 1 (800) 227-2375

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Overview:

This book includes nine units on using the telephone. A variety of exercises and activities are included to reinforce learning.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 39,40,41 Target Grade(s): 7 - 8

Curriculum Title: Basic Practice in Listening: Games and Activities

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Hanishfeger, Lloyd

Copyright Date: 1977 Price $:

Can be Obtained from:

Love Publishing Company
Denver, CO

Phone (if applicable):

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Overview:

This book provides students with an opportunity to practice following oral directions through a variety of activities.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 107  Target Grade(s): 7 - 12

Curriculum Title: Sign Alert

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:   Other:

Author(s):   Hassan, Rebecca Match

Copyright Date:   1982  Price $:

Can be Obtained from:

Mafex Associates, Inc.
Johnston, PA

Phone (if applicable):

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Overview:

This easy to read book contains information about signs found in public buildings, traffic signs, and safety and emergency signs.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 121 Target Grade(s): 7 - 12

Curriculum Title: Your Government and You

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Hoek, John H.

Copyright Date: 1985 Price $:

Can be Obtained from:

Frank E. Richards Publishing Company Inc.
Phoenix, NY 13135

Phone (if applicable):

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Overview:

The textbook discusses the form of U.S.A. Government. It includes lessons about the three branches of government, the constitution and its amendments, and the citizen's rights and duties.

2369 2369

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 125,126,127,128 Target Grade(s): 7 - 12

Curriculum Title: The Money Series: Finding a Place to Live

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Husak, G., P. Pahre and J. Stewart

Copyright Date: 1981 Price $:

Can be Obtained from:

Hopewell Books, Inc.
Sewickley, PA

Phone (if applicable):

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Overview:

This booklet teaches students how to find a place to live. Students will learn about the difference between a furnished and unfurnished apartment, a room versus and apartment, sharing an apartment, leases, landlord duties and grounds for eviction.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 50,85,87 Target Grade(s): 7 - 12

Curriculum Title: Janus Job Planner (Second Edition)

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Jew and Tong

Copyright Date: 1987 Price $: 4.95 per copy

Can be Obtained from:

Janus Book Publishers, Inc.
2501 Industrial Parkway West
Hayward, CA 94545

Phone (if applicable): 1 (800) 227-2375

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Overview:

The material contains self-scoring inventories of work interests, values, attitudes, working conditions, self-esteem, confidence, and personality. Inventory scores are referenced to specific types of work, and students learn about current jobs in these areas.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 79 Target Grade(s): 7 - 12

Curriculum Title: Janus Job Interview Practice Pak

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Jew, Tong, and Lefkowitz

Copyright Date: 1989 Price $: 49.95 per set

Can be Obtained from:

Janus Book Publishers, Inc.
2501 Industrial Parkway West
Hayward, CA 94545

Phone (if applicable): 1 (800) 227-2375

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Overview:

The curriculum addresses the job interview skills through role-play simulations. It contains: 30 interview cards featuring on-the-job notes, job duties, job facts, interview situations, and interviewer's scripts.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 42,44,45,47,51,52,53,54,55,61,92,93 Target Grade(s): 7 - 12

Curriculum Title: Attitudes for Work

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Kahn, Charles H., Tong, Robert and Jew, Wing

Copyright Date: 1987 Price $: 4.35 per copy

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Attitudes for Work focuses on development of personal traits for successful living and working. Among the skills targeted are the following: being on time, getting along with others, getting and giving instructions and doing things right. Also included are personal attitudes and habits that make family, work, school, and social life happier. The reading level is controlled at 2.7.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 78,82 Target Grade(s): 7 - 12

Curriculum Title: Janus Job Application File (Fourth Edition)

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Kahn, Jew, and Tong

Copyright Date: 1987 Price $: 4.95 per copy

Can be Obtained from:

Janus Book Publishers, Inc.
2501 Industrial Parkway West
Hayward, CA 94545

Phone (if applicable): 1 (800) 227-2375

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Overview:

The Job Application File teaches students how to complete a job application using a step-by-step procedure. Students learn what kinds of information is needed to complete the task properly.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 8,9,10,11 Target Grade(s): 7 - 12

Curriculum Title: Simple Fractions

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Kaplan, Lock, Morabe-Murphy, and Rothenberg

Copyright Date: 1988 Price $: 18.30 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Simple Fractions helps students recognize, compare, multiply, add, subtract, and divide fractions. Concepts are presented in an easy-to-follow instructional units and applied to real-life situation to enhance a students comprehension. The reading level is controlled at 2.5-4.0.

2381

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 77,78,79,84 Target Grade(s): 7 - 12

Curriculum Title: Get That Job

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Kelley, Marjorie L., Lindsay, Carol and Scott, Corinn Codye

Copyright Date: 1989 Price $: 4.50 per copy

Can be Obtained from:

Fearon/ Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This skill-oriented text teaches students basic job seeking skills. Among the topics included are: social security card application, vocabulary for completing job applications and job interview skills. The reading level is controlled at 2.2.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 1,2,3,4,5,6  Target Grade(s): 7 - 12

Curriculum Title: Math for the Real World (Book 1)

Category: Textbook: X  Teacher Reference: X Student Workbook:

Computer Software:   Other:

Author(s):   Kimball, Dolores B.

Copyright Date:   1991  Price $: 12.00 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ  07662

Phone (if applicable):  1 (800) 882-1080

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Overview:

Real-Life math emphasizes practical application of math skills in everyday life. Pre-tests and post-tests, problem solving, estimating and mental math are presented. The skills targeted are reading and writing numbers and adding, subtracting, multiplying and dividing whole numbers. The reading level is controlled at 3.0-3.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 8,9,10,13,14,15 Target Grade(s): 7 - 12

Curriculum Title: Math for the Real World (Book 2)

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Kimball, Dolores B.

Copyright Date: 1991 Price $: 12.00 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Part, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

Real-Life math emphasizes practical application of math skills in everyday life. Pre-tests and post-tests, problem solving, estimating and mental math are presented. The skills targeted are adding, subtracting, multiplying and dividing decimals and fractions, measurement and percents. The reading level is controlled at 3.0-3.5.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 77,78,79,80,82,86 Target Grade(s): 7 - 12

Curriculum Title: Job Search Education (T326)

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Kimeldorf, Martin

Copyright Date: 1988 Price $: 6.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

The text addresses the job seeking skills necessary for students who are entering the job market. The main topics are: what am I worth, exploring what's out there, the paper mountain, the job interview and the job search campaign. The text reading level is controlled at 5-7 levels.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 78,78,80,81,82,86 Target Grade(s): 7 - 12

Curriculum Title: Finding a Job

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): King, Carol L.

Copyright Date: 1983 Price $: 4.95 per copy

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This easy-to-read, up-to-date worktext, teaches students a variety of job seeking skills. Skills targeted include, but not limited to, the following: deciding if a job is right, reading ads, using the telephone, completing application forms and writing letters. The text also includes exercises, illustrations and an answer key to reinforce learning. The reading level is controlled at 3.0.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 111,117,118,125 Target Grade(s): 7 - 12

Curriculum Title: Everyday Consumer English

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Kleinmann, Howard H. and Weissman, Julie

Copyright Date: 1985 Price $:

Can be Obtained from:

Volunted Publishers, Inc.
4255 West Touhy Avenue
Lincolnwood, IL 60646

Phone (if applicable):

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Overview:

Everyday Consumer English aims at teaching students English that is used in selected consumer situations. The curriculum has a dual focus on developing English skills and functional consumer competencies. The book's units include the following topics:

- -Budgets
- -Banking and Saving Accounts
- -Banking and Checking Accounts
- -Supermarkets
- -Supermarket Shopping
- -Looking for an Apartment
- -Renting an Apartment
- -Buying Furniture and Appliances

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18 Target Grade(s): 7 - 12

Curriculum Title: Basic Mathematics

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other: Classroom Resource

Author(s): Layton, Katherine P. and Kreisl, Joan

Copyright Date: 1990 Price $: 72.00 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This curriculum covers a wide variety of basic mathematical skills. The table of contents includes but, not limited to, the following: whole numbers, fractions and mixed numbers, decimals, percent, graphs...etc. The reading level is controlled at the 4.0

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 67,68,94,95,96,97,98,99,100,101,103,104,105 Target Grade(s): 7 - 12

Curriculum Title: Let's Have a Talk

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Lefkowitz, William

Copyright Date: 1988 Price $: 9.28 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002
Phone (if applicable): 1 (800) 877-4283

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Overview:

Let's Have a Talk helps students develop the confidence needed to successfully engage in a variety of conversations. A variety of exercises is provided to help students develop pertinent skills. Skills targeted include: initiating a social conversation, keeping a conversation going, giving and accepting complements, making constructive criticism, expressing anger in a safe acceptable way, making a complaint and saying "no" to peer pressure. The reading level is controlled at 2.6.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 36,37,38 Target Grade(s): 7 - 12

Curriculum Title: Write All About It

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Leis, Andrea and Chodos, Robert

Copyright Date: 1986 Price $: 14.55 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This text combines high interest content with instruction and practice in the techniques of clean and objective writing. The table of contents includes the following parts: sentences, internal punctuation, parts of speech and effective writing. The reading level is controlled at the Dale Chall 5th grade level.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 79 Target Grade(s): 7 - 12

Curriculum Title: Janus Job Interview Guide (Third Edition)

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Livingstone, Arnold

Copyright Date: 1989 Price $: 4.95 per copy

Can be Obtained from:

Janus Book Publisher's, Inc.
2501 Industrial Parkway West
Hayward, CA 94545

Phone (if applicable): 1 (800) 227-2375

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Overview:

This revised an curriculum features guidelines for job applicants. It includes an in-depth information for interviewees. Topics include orientation to the interview process, preparation, organization, grooming, manners, and interview strategies.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 36,37,38  Target Grade(s): 7 - 12

Curriculum Title: Assist Students in Improving their Writing Skills

Category: Textbook:  Teacher Reference: X Student Workbook:

Computer Software:  Other:

Author(s):  Malowney, C. Lynn

Copyright Date:  1985  Price $:

Can be Obtained from:

AAVIM - The University of Georgia
120 Driftmier Engineering Center
Athens, GA 30602

Phone (if applicable): 1 (404) 542-2586

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Overview:

This module provides guidance to teachers efforts to improve students basic writing skills. Skills addressed include: spelling, form and style, grammar and punctuation.

2403

2402

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 39,40,41 Target Grade(s): 7 - 12

Curriculum Title: Life Skills Listening

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: Audio Tapes

Author(s): Margulies, Stuart

Copyright Date: 1981 Price $: 149.00 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

The curriculum targets secondary-level students whose academic performance is affected by their inability to concentrate on spoken information. It utilizes real-world life skills situations like job instructions, job interviews, leases, order forms and income tax forms.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 26,29  Target Grade(s): 7 - 12

Curriculum Title: Developing Everyday Reading Skills-Books One and Two (T375/376)

Category: Textbook: X  Teacher Reference: X Student Workbook:

Computer Software:   Other:

Author(s):   Margulies, Stuart and Feder, Chris Welles

Copyright Date:   1987/1988  Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY  10011

Phone (if applicable):  1 (800) 221-9372

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Overview:

This reading curriculum emphasizes daily life situations and the applicability of reading skills to them. Topics include sentences with IF, labels and diagrams, signs, want ads, and work related vocabulary and more. Book one is for students reading at level 2 to 4 and book two at level 3 to 5.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 39,40,41 Target Grade(s): 7 - 12

Curriculum Title: Basic Listening Skills

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): McDonald

Copyright Date: 1985 Price $: 5.95

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This book provides students with unique activities to improve their listening skills.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 45,46,47  Target Grade(s): 7 - 12

Curriculum Title: Sequencing and Following Directions

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:  Other:

Author(s): McDonald

Copyright Date: 1985  Price $: 5.95

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This book provides students with unique activities to improve their ability to follow directions.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 17 Target Grade(s): 7 - 12

Curriculum Title: Calculator Explorations and Problems

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Miller, Don

Copyright Date: 1979 Price $: 7.95 per copy

Can be Obtained from:

Activity Resources Company, Inc.
P.O. Box 4875
Hayward, CA 94540

Phone (if applicable): 1 (415) 782-1300, FAX (415) 782-8172

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Overview:

This 108 pages book helps students in applying estimation and reasoning skills to a variety of problems using a calculator.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 116 Target Grade(s): 7 - 12

Curriculum Title: Money Math (T381)

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Mosenfelder, Donn

Copyright Date: 1987 Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

Money Math teaches the basic arithmetic skills needed for both personal and job money math. Topics include: basic money math, personal money math and job money math. The reading level is controlled at the 2 to 3 levels.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 36 Target Grade(s): 7 - 12

Curriculum Title: Life Skills: Writing

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Mosenfelder, Donn and Kaplan, Ellen

Copyright Date: 1990 Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

The Life Skills: Writing curriculum teaches a full range of everyday writing skills. The curriculum is designed for use with a full spectrum of students, including the disadvantaged and those with special needs. Topics include: lists, outlines, summaries, messages, notices, ads, and personal and business letters.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 9,10,12, Target Grade(s): 7 - 12

Curriculum Title: Life Skills: Math (T362)

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Mosenfelder, Donn

Copyright Date: 1991 Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

The curriculum addresses math applications to daily life situations. Topics include: handling money, life skills fractions, life skills percents, life skills work problems, standard measures and miscellaneous life skills math. The reading level is controlled at the 2-4 levels.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 27,28,29 Target Grade(s): 7 - 12

Curriculum Title: Life Skills: Reading (T361)

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Mullins, Carol

Copyright Date: 1991 Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

The reading curriculum is based on real-life situations of basic significance to special education students preparing to enter the adult world. It includes topics like reading labels, following directions, looking up information, bills and taxes, agreements and guarantees, and filling out forms and applications. The curriculum reading level ranges from 3 to 5.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 28 Target Grade(s): 7 - 12

Curriculum Title: Basic Survival Black Line Master Books: Using the Telephone Directory

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: One Cassette

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1979 Price $: 16.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This unit helps students gain competency in the area of telephone directory utilization. The unit contains a cassette with eight lessons and 365 black line master activity sheets to reinforce learning. The reading level is controlled at 2-4.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 107  Target Grade(s): 7 - 12

Curriculum Title: Road Signs to the Times

Category: Textbook:  Teacher Reference:  Student Workbook:

Computer Software:  Other: Poster-Cards

Author(s):  Opportunities for Learning, Inc.

Copyright Date:  1978  Price $: 17.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH  44901-8103

Phone (if applicable):  1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This set of poster-cards familiarizes students with signs related to highways.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 107  Target Grade(s): 7 - 12

Curriculum Title: Survival Signs

Category: Textbook:  Teacher Reference:  Student Workbook:

Computer Software:  Other: Poster-Cards

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1978  Price $: 18.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This set of poster-cards familiarizes students with signs related to pedestrians, transportation, safety and services.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 23,24,25,26 Target Grade(s): 7 - 12

Curriculum Title: Contained Reading Workbooks

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1985 Price $: 59.00

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This high-interest/low vocabulary workbook is recommended as a supplement to your reading program. It is divided into 10 short stories covering topics like science, biographies, fantasy, nature, and tales of adventure. It helps students develop critical thinking, inference, recalling details and sequencing skills.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 109,110,125  Target Grade(s): 7 - 12

Curriculum Title: Skills for Modern Living

Category: Textbook:   Teacher Reference: X Student Workbook: X

Computer Software:   Other: Ten Audio Cassettes

Author(s):   Opportunities for Learning, Inc.

Copyright Date:   1988  Price $: 89.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH  44901-8103

Phone (if applicable):  1 (800) 243-7116, FAX (419) 589-1522

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Overview:

Skills for Modern Living teaches basic consumer reading techniques to the special needs student. Examples of skills targeted include the following fill in loan application , read a menu, read a map, follow instructions, find a job and find an apartment.

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 28 Target Grade(s): 7 - 12

Curriculum Title: Basic Skills Around the House

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other: Spirit Master Book

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1989 Price $: 9.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This material includes reproducible lesson sheets that teach students the essential skills of using the telephone, phone book, calendars and safety around the house.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 48,90  Target Grade(s): 10 - 12

Curriculum Title: Working With Your Supervisor Video

Category: Textbook:   Teacher Reference:  Student Workbook:

Computer Software:   Other: One Full-Motion 13-Minute Video

Author(s):   Opportunities for Learning, Inc.

Copyright Date:   1986  Price $: 89.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH  44901-8103

Phone (if applicable):  1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This instructional video tape helps students understand the importance of getting along with their supervisors through understanding the supervisor's expectations.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 35,52,58,62,73,90 Target Grade(s): 7 - 12

Curriculum Title: Job Thinking

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1989 Price $: 9.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

The textbook is apart of a series titled "Preparing for Your Career". The series is designed to develop skills and attitudes that will help students in finding and retaining a job. This specific textbook deals with following directions, tact, promptness, initiative, perseverance and chain of command in a place of work.

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 80,82,83  Target Grade(s): 7 - 12

Curriculum Title: Applying for a Job

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:   Other:

Author(s):   Opportunities for Learning, Inc.

Copyright Date:   1989  Price $: 9.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH  44901-8103

Phone (if applicable):  1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This textbook is apart of a series titled "Preparing for Your Career". The series is designed to develop skills and attitudes that will help students in finding and retaining a job.  This specific textbook aims at providing students with skills necessary for writing letters of application, resumes, and filling out application forms.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 50,85 Target Grade(s): 7 - 12

Curriculum Title: Career Awareness

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1989 Price $: 9.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This textbook is apart of a series titled "Preparing for Your Career". The series is designed to develop skills and attitudes that will help students in finding and retaining a job. This specific textbook aims at helping students explore job possibilities, personal characteristics, job requirements and course work required for various jobs.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 45,46,47 Target Grade(s): 7 - 12

Curriculum Title: Basic Skills in Following Directions

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other: Spirit Master Book

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1989 Price $: 9.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This materials includes reproducible lesson sheets that teach students how to follow directions. Examples include directions on tests, recipes, charts, using appliances and reading maps.

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 110,111  Target Grade(s): 7 - 12

Curriculum Title: Basic Survival Black Line Master Books:  Getting the Groceries

Category: Textbook:   Teacher Reference:  Student Workbook:

Computer Software:   Other: One Cassette

Author(s):   Opportunities for Learning, Inc.

Copyright Date:   1979  Price $: 16.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH  44901-8103

Phone (if applicable):  1 (800) 243-7116, FAX (419) 589-1522

Overview:

This unit helps students gain competency in the area of purchasing groceries.  The unit contains a cassette with eight lessons and 36 black line master activity sheets to reinforce learning.  The reading level in controlled at 2-4.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 77,78,79,80,82,83 Target Grade(s): 7 - 12

Curriculum Title: Basic Survival Black Line Master Books: Getting a Job

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: One Cassette

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1979 Price $: 16.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This unit helps students gain competency in the area of getting a job. The unit contains a cassette with eight lessons and 36 black line master activity sheets to reinforce learning. The reading level is controlled at 2-4.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 45,46,47 Target Grade(s): 7 - 12

Curriculum Title: How to Follow Directions

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other: Filmstrip and Cassette

Author(s): Opportunities for Learning, Inc.

Copyright Date: 1979 Price $: 39.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This materials helps students acquire the skill of following directions. The set include one filmstrip, one cassette, 30 booklets and ten workbooks. The reading level is controlled at 2-4.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 84  Target Grade(s): 10 - 12

Curriculum Title: Book of Forms for Everyday Living

Category: Textbook:   Teacher Reference:  Student Workbook: X

Computer Software:   Other:

Author(s):   Opportunities for Learning, Inc.

Copyright Date:   1990  Price $: 7.95 per copy

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH  44901-8103

Phone (if applicable):  1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This workbook allows students the opportunity to practice filling out realistic reproductions of 25 essential forms in today's society.  An example of such forms are:  social security application, personal checks, driver's license application and voter registration form.  The reading level is controlled at the 5.0.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 86  Target Grade(s): 7 - 12

Curriculum Title: Finding a Job

Category: Textbook: X  Teacher Reference:  Student Workbook:

Computer Software:  Other:

Author(s):  Opportunities for Learning, Inc.

Copyright Date:  1990  Price $: 9.95 per copy

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH  44901-8103

Phone (if applicable):  1 (800) 243-7116, FAX (419) 589-1522

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Overview:

The textbook is apart of a series titled "Preparing for Your Career". The series is designed to develop skills and attitudes that will help students in finding and retaining a job. This specific textbook aims at providing students with skills necessary for using want ads, locating job resources, using maps, and conducting a job hunt.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 121 Target Grade(s): 7 - 12

Curriculum Title: The Peoples Guide to Government: The Legislative Branch

Category: Textbook: X Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Portnoy, Elliott I.

Copyright Date: 1991 Price $: 17.15 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle, Park, NJ 07662

Phone (if applicable): 1 (800) 882-1080

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Overview:

This text is a good supplement for students who need extra help with their difficult government, civics or American History text books. The table of contents include overview of Congress, powers of Congress, how a bill become a law and how this branch of government maybe impacted.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 121 Target Grade(s): 7 - 12

Curriculum Title: The Peoples Guide to Government: The Judicial Branch

Category: Textbook: X Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Porter, Robert B.

Copyright Date: 1991 Price $: 17.15 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This text is a good supplement for students who need extra help with their difficult government, civics or American History text books. The table of contents include overview of the judicial branch, interpreting laws, the justices of the supreme court and jobs in the judicial branch.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 121 Target Grade(s): 7 - 12

Curriculum Title: Citizens Today

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Rakes, Thomas A. - DeCaprio, Annie - Randolph, J. Ralph

Copyright Date: 1985 Price $:

Can be Obtained from:

Steck-Vaughn Company
Austin, Texas

Phone (if applicable):

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Overview:

The book presents the basic concepts and principles of the American system of government. It includes units on local, state and national governments, the various branches of government, the political parties and citizen's rights. Review activities are provided after units of instruction.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 8,9,10,11,12,13,14,15,16 Target Grade(s): 7 - 12

Curriculum Title: Real Life Math (Fractions and Decimals)

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: Videocassettes

Author(s): Reichman, Barry

Copyright Date: 1990 Price $: 269.00 per set

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

The set of seven videocassettes provide a comprehensive reviews by master teachers that target viewer's competency in word problem solving. Topics related to fractions include: introduction to fractions, equivalent fractions, addition and subtractions and multiplication and division. Topics related to decimals include: introduction to decimals, decimals and fractions and decimals in our daily life.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 50,85,87  Target Grade(s): 7 - 12

Curriculum Title: Careers: Exploration and Decision

Category: Textbook: X  Teacher Reference: X Student Workbook:

Computer Software:   Other:

Author(s):   Rettig, Jack L.

Copyright Date:   1986  Price $: 11.40 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

This concise text helps students in career selection and planning. Emphasis is placed on assessment of needs, likes, values and explanation of valuable occupational resources. The text also includes current labor statistics, occupational trends and bibliographic references. The reading level is controlled at 5.0-6.0.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 117  Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies:  Credit Language

Category: Textbook:   Teacher Reference:  Student Workbook: X

Computer Software:   Other: Flash Cards

Author(s):   Richey, Jim

Copyright Date:   1980  Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA  94002

Phone (if applicable):  1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting.  The workbook and accompanying flash cards familiarizes students with the basic vocabulary used for acquiring and maintaining credit.  The reading level is controlled at 3.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 115 Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Drugstore Language

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980 Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used in a drugstore situation. The reading level is controlled at 3.0.

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 115  Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Medical Language

Category: Textbook:  Teacher Reference:  Student Workbook: X

Computer Software:  Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980  Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used in a medical setting. The reading level is controlled at 3.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 112 Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Clothing Language

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980 Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used to buy and care for clothes. The reading level is controlled at 3.0.

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## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 118 Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Banking Language

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980 Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used in bank transactions. The reading level is controlled at 3.0.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 84 Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Driver's License Language

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980 Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used for obtaining a driver's license. The reading level is controlled at 3.0.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 78  Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Job Application Language

Category: Textbook:  Teacher Reference:  Student Workbook: X

Computer Software:  Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980  Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used for completing a job application. The reading level is controlled at 3.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 120  Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies:  Entertainment Language

Category: Textbook:   Teacher Reference:  Student Workbook: X

Computer Software:   Other: Flash Cards

Author(s):   Richey, Jim

Copyright Date:   1980  Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA  94002

Phone (if applicable):  1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used in an entertainment setting. The reading level is controlled at 3.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 109  Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Restaurant Language

Category: Textbook:  Teacher Reference:  Student Workbook: X

Computer Software:  Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980  Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used in a restaurant setting. The reading level is controlled at 3.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 110,111 Target Grade(s): 7 - 12

Curriculum Title: Survival Vocabularies: Supermarket Language

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other: Flash Cards

Author(s): Richey, Jim

Copyright Date: 1980 Price $: 7.98 per set

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

A key independent living skill is to master the vocabulary that relates to a particular setting. The workbook and accompanying flash cards familiarizes students with the basic vocabulary used in a supermarket setting. The reading level is controlled at 3.0.

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# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 36,37,38 Target Grade(s): 7 -12

Curriculum Title: Writing 1: Getting Started

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Roderman, Winifred Ho

Copyright Date: 1990 Price $: 26.19

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

The curriculum teaches students, through a step-by-stet process, the following stages of writing: pre-writing, composing, revising, editing and publishing. The reading level is controlled at 3.0-4.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 117,118,121,125,126 Target Grade(s): 9 - 12

Curriculum Title: Entering the Adult World

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Saxon, Burt, and Saxon, Ed.D., Mary Young

Copyright Date: 1989 Price $: 5.95 per copy

Can be Obtained from:

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Phone (if applicable): 1 (800) 221-9372

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Overview:

This text assists students in exploring the subjects for themselves. The book's topics include: living on your own, being a smart consumer, obligations of citizenship, and planning for the future.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 36,37,38  Target Grade(s): 7 - 12

Curriculum Title: The Writer's Toolbox

Category: Textbook:   Teacher Reference: X Student Workbook: X

Computer Software:   Other:

Author(s):   Schieckel, Andrea

Copyright Date:   1988  Price $: 5.95 per set

Can be Obtained from:

Educational Design, Inc.  
47 West 13 Street  
New York, NY  10011

Phone (if applicable):  1 (800) 221-9372

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Overview:

The Writer's Toolbox targets students who are at the 5th- to 8th-grade level of writing skills. The content's include topics like: choosing the best word, sentence construction, and paragraph development.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 121 Target Grade(s): 7 - 12

Curriculum Title: State and Local Government

Category: Textbook: X Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Scott, Corinn, Nuttall, Linda and Costantini, Lana

Copyright Date: 1989 Price $: 8.94

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

The text book and accompanying activity book teach students the key concepts of state and local government. Emphasis is placed upon the role of media in educating people about state and local government. Through the activity book, students gain a more comprehensive understanding of the structure and working of state and local government. The materials reading level is controlled at 2.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 121 Target Grade(s): 7 - 12

Curriculum Title: Government is News: Studying the Constitution

Category: Textbook: X Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Scott, Corinn, Nuttall, Linda and Costantini, Lana

Copyright Date: 1989 Price $: 8.94

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

The text book and the accompanying activity book teach students about the U.S. Constitution by illustrating the effects of government on people's lives. Topics include the following: representative democracy, separation of powers and checks and balances. The material's reading level is controlled at 2.5.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 121  Target Grade(s): 7 - 12

Curriculum Title: Government: Your Rights and the Law

Category: Textbook:  Teacher Reference:  Student Workbook: X

Computer Software:  Other:

Author(s): Silveira, Ted

Copyright Date: 1985  Price $: 5.40 per copy

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Your Rights and the Law is a workbook that explains to students their rights as U.S. citizens under the law. The citizen's basic legal rights as included in the Bill of Rights is emphasized. For illustration purposes, actual legislative cases and situations are used. The material's reading level is controlled at 4.0-5.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 17 Target Grade(s): 7 - 12

Curriculum Title: Focus on Calculator Math

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Smart, Margaret A. and Lund, Charles

Copyright Date: 1979 Price $: 6.95 per copy

Can be Obtained from:

Activity Resources Company, Inc.
P.O. Box 4875
Hayward, CA 94540

Phone (if applicable): 1 (415) 782-1300, FAX (415) 782-8172

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Overview:

Focus on Calculator Math is a self-checking curriculum that helps students master the four operations on whole numbers and decimals, with emphasis on estimation.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 36,37,38 Target Grade(s): 7 - 12

Curriculum Title: Basic Writing Skills, Letters and Consumer Complaints

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Starkey, Carolyn Morton and Penn, Norgina Wright

Copyright Date: 1985 Price $:

Can be Obtained from:

National Textbook Company
4255 West Touch Avenue
Lincolnwood, IL 60646

Phone (if applicable):

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Overview:

The Basic Writing Skills workbook provides students with information about basic writing skills, writing letters and personal memos. Examples and writing activities are included. Topics in this book include:

- Topic sentence
- Paragraphs
- Verb tenses
- Sentence structure
- Punctuation
- Capitalization
- Personal letters
- Business letters
- Personal memos
- Consumer complaints

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 37 Target Grade(s): 9 - 12

Curriculum Title: Filling Out Forms

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Stein, Wendy

Copyright Date: 1986 Price $: 9.30 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This workbook helps student acquire the skills necessary to complete the most common forms. Practice exercises are included throughout the workbook. The reading level is controlled at Dale Chall 4.2-4.5.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 117 Target Grade(s): 9 - 12

Curriculum Title: Making A Budget

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Stein and Weeks

Copyright Date: 1980 Price $: 8.65 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

Making a Budget provides students with the skills necessary to make, maintain and evaluate a budget. The curriculum is presented in small, distinct steps that enhance students comprehension. The reading level is controlled at Spache 2.3-2.5.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 19,20,21,22 Target Grade(s): 7 - 12

Curriculum Title: Applied Basic Skills Series: Language Arts

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Tartt, Alison

Copyright Date: 1988 Price $:

Can be Obtained from:

The University of Texas at Austin
Extension Instruction and Materials Center
Austin, TX

Phone (if applicable):

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Overview:

This curriculum includes 81 modules that cover a wide-range of language skills and their applicability to daily personal and professional life. Every module contains activity and an evaluation procedure to reinforce learning.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 30,49,56,91,93,94,96,97,100,104 Target Grade(s): 7 - 12

Curriculum Title: Social Skills on the Job

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: X Other: Videotapes

Author(s): The Conover Company Ltd.

Copyright Date: 1989 Price $: 1,695.00 for the complete package

Can be Obtained from:

The Conover Company Ltd.
P.O. Box 155
Omro, WI 54963

Phone (if applicable): 1 (800) 933-1933

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Overview:

Social Skills on the Job provides students with exposure to the necessary social skills within an occupational area. The package includes an assessment and a re-mediation component. Specifically, the curriculum allows students to explore careers, become cognizant of the importance of job related social skills and assess pre and post training social skills mastery level. The package contents are social skills video tapes, social skills manual, communication on the job video tapes, microcomputer software, 156 student guides and an administration manual.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 50 Target Grade(s): 7 - 12

Curriculum Title: Group Interest Sort

Category: Textbook: Teacher Reference: Student Workbook:

Computer Software: X Other: Audiovisual, print, and computer based material

Author(s): The Conover Company Ltd.

Copyright Date: 1990 Price $: 295.00 per set

Can be Obtained from:

The Conover Company Ltd.
P.O. Box 155
Omro, WI 54963
Phone (if applicable): 1 (800) 933-1933

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Overview:

This screening devise is designed to help young students identify their vocational interests. Students are instructed to indicate whether they like or dislike the various activities described by the 50 questions instrument. The packet includes one filmstrip and audio cassette or video tape, administration and scoring manual, set of answer sheets, and five computer disks (Instructor Management, Student Master, Student Data, Interest Sort, and Educational Plan Disks).

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 7 Target Grade(s): 7 - 12

Curriculum Title: Math on the Job

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: X Other:

Author(s): The National Center for Research in Vocational Education

Copyright Date: 1990 Price $: Print Version $495.00/Microcomputer Version $1,695.00

Can be Obtained from:

The Conover Company Ltd.
P.O. Box 155
Omro, WI 54963
Phone (if applicable): 1 (800) 933-1933

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Overview:

Math on the Job provides the student with an opportunity to practice basic math skills related to occupations. Among the occupations represented in the system are cashier, electrician, painter, carpenter and nurse's aid. There are two versions of the Math on the Job system (print and microcomputer versions). Reading levels for both the print and microcomputer versions are between 4.0-9.0 grade levels, depending upon the specific occupational requirements for the job.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 50  Target Grade(s): 7 - 12

Curriculum Title: Career Planning System (CPS)

Category: Textbook:   Teacher Reference: X Student Workbook: X

Computer Software: X  Other:

Author(s):   The National Center for Research in Vocational Education

Copyright Date:   1990  Price $: Long Version $1,495.00/Short Version $495.00

Can be Obtained from:

The Conover Company Ltd.
P.O. Box 155
Omro, WI  54963

Phone (if applicable):  1 (800) 933-1933

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Overview:

The CPU is a career planning system for persons who posses little or no knowledge about the world of work. The system capitalizes on results of the interest sort survey which is apart of the CPS. The CPS's reading level is grade 4.0 which allows many individuals with limited academic skills to access the system. The long version of the system includes 45 floppy disks, 12 students manual and one administration manual. The short version includes 18 floppy disks, six student manuals and one administration manual.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 19,20,21,22,23,24,25,27,30,31,32,33,37,38,39,41 Target Grade(s): 7 - 12

Curriculum Title: English on the Job

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: X Other:

Author(s): The National Center for Research in Vocational Education

Copyright Date: 1990 Price $: Print Version $495.00/Microcomputer Version $1,695.00

Can be Obtained from:

The Conover Company Ltd.
P.O. Box 155
Omro, WI 54963
Phone (if applicable): 1 (800) 933-1933

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Overview:

English on the Job provides students with exposure to the necessary communications competencies within an occupational area. It also allow students the opportunity to explore careers, practice basic communication skills and acquire diagnostic and remedial occupationally-related communication information. This work place module is available in print and microcomputer versions. Reading levels for both versions are controlled approximately at the 4.0-9.0 grade levels.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 71 Target Grade(s): 7 - 12

Curriculum Title: Discover Basic: Problem Solving

Category: Textbook: Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Thomas, Rick

Copyright Date: 1982 Price $:

Can be Obtained from:

Sterling Swift Publishing Company
Austin, TX

Phone (if applicable):

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Overview:

This curriculum teaches students how to use the Apple Soft Version of Basic and Apple II Computer to solve problems. The various units consist of several activities, each intended to provide exposure to the new materials on different levels of understanding and from a variety of points of view.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 121 Target Grade(s): 7 - 12

Curriculum Title: The Peoples Guide to Government: The Executive Branch

Category: Textbook: X Teacher Reference: X Student Workbook: X

Computer Software: Other:

Author(s): Torsella, Joseph M.

Copyright Date: 1991 Price $: 17.15 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Group
Rochelle Part, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This text is a good supplement for students who need extra help with their difficult government, civics or American History text books. The table of contents includes an overview of the executive branch, the cabinet, and how this branch of government is impacted.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 42,45,51,52,53,56,57,72,76,77,81,89,92 Target Grade(s): 7 - 12

Curriculum Title: Keeping a Job

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Tune, Nancy

Copyright Date: 1983 Price $: 4.95 per copy

Can be Obtained from:

Fearon/Janus/Quercus
500 Harbor Blvd.
Belmont, CA 94002

Phone (if applicable): 1 (800) 877-4283

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Overview:

Keeping a Job explores the skills necessary to stay hired after finding a job. Among targeted skills are: developing a positive self-image, being dependable, positive attitudes, following rules and getting along with others. The text also includes a glossary, illustrations and an answer key to reinforce learning. The reading level in controlled at 3.0.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 19,20,21,22,33,35,45,46,47,51,52,53,55,56,57,58,59,61,62,69,76,77, 97,98,99,100,104,108,109,110,111,112,113,115,116,119,120,122,123,124,127,128 Target Grade(s): 7 - 12

Curriculum Title: Teaching Interpersonal and Community Living Skills

Category: Textbook: X Teacher Reference: Student Workbook:

Computer Software: Other:

Author(s): Valletutti, Peter J. and Bender, Michael

Copyright Date: 1982 Price $:

Can be Obtained from:

University Park Press
300 North Charles Street
Baltimore, MD 21201
Phone (if applicable):

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Overview:

This textbook provides a model for teaching interpersonal and community living skills to handicapped adolescents and adults in school. The text includes sample instructional plans that reflects a practical and functional approach through teaching methods that are mature, realistic and age appropriate.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 27,28 Target Grade(s): 7 - 12

Curriculum Title: Let's Look It Up

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Walder, Patricia Kelly

Copyright Date: 1977 Price $: 4.80 per copy

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This book helps students use common materials. It covers references like: dictionary, glossary, card catalog, table of contents, encyclopedia, calendar, telephone book...etc. Reading level is controlled at Spache 3.4.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 29 Target Grade(s): 7 - 12

Curriculum Title: It's on the Map

Category: Textbook: Teacher Reference: Student Workbook: X

Computer Software: Other:

Author(s): Walder, Patricia Kelly

Copyright Date: 1978 Price $: 4.80 per copy

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

This workbook teaches students how to read maps. It includes 25 sample maps most of them are authentic. The book includes maps of America's weather, highway, bus and railroad routes and others. Reading level is controlled at Spache 3.4.

2527

2526

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 39,40,41 Target Grade(s): 7 - 9

Curriculum Title: Survival Listening Skills Kit

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other: Photocopy Masters and One Cassette

Author(s): Walch

Copyright Date: 1982 Price $: 29.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This learning package provides 14 practical lessons based on everyday listening situations. Skills targeted include attentiveness, ignoring distraction, following directions and note taking. The material is recommended also for students in grades 10-12 for remedial purposes.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 112,115,116,117 Target Grade(s): 8 - 12

Curriculum Title: Steps to Independent Living Photocopy Masters

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other: 100 Photocopy Masters

Author(s): Walch

Copyright Date: 1986 Price $: 44.95 per set

Can be Obtained from:

Opportunities for Learning, Inc.
941 Hickory Lane, P.O. Box 8103
Mansfield, OH 44901-8103

Phone (if applicable): 1 (800) 243-7116, FAX (419) 589-1522

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Overview:

This curriculum addresses several aspects of independent living. The units cover topics like grooming and hygiene, self-care when ill or hurt, finding information, clothing, home safety and cleanliness, money management, consumerism, and more. The material can he used with low ability and ESL students. The reading level is controlled at the 3-4 levels.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 118 Target Grade(s): 9 - 12

Curriculum Title: Saving and Investing

Category: Textbook: X Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Weeks

Copyright Date: 1980 Price $: 8.65 per set

Can be Obtained from:

The Peoples Publishing Group
365 West Passaic Street
Rochelle Park, NJ 07662

Phone (if applicable): 1 (800) 822-1080

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Overview:

Saving and Investing provides students with skills necessary for selecting, opening and maintaining a savings account. The information is presented in small, distinct steps that enhance students comprehension. The reading level is controlled at Spache 2.3-2.5.

# DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

## CURRICULUM REVIEW SHEET

Transitions Skill#: 42,44,48,49,54,55,57,60,64,65,67,70,101,105 Target Grade(s): 7 - 12

Curriculum Title: Employability Skills for the Special Needs Learner

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Wirceuski, Jerry L.

Copyright Date: 1982 Price $:

Can be Obtained from:

Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850

Phone (if applicable):

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Overview:

This curriculum provides teachers with a wide ranging selection of lessons that cover employability skills addressed in an integrated program of reading, math, and daily living skills. Each lesson plan includes a performance objective(s), required resources, teacher delivery system, learning activities and evaluation methods. The curriculum is geared towards students with special needs.

## DELIVERING TRANSITION SKILLS TO SPECIAL POPULATIONS ACROSS THE CURRICULUM

### CURRICULUM REVIEW SHEET

Transitions Skill#: 23,25,26,29 Target Grade(s): 7 - 12

Curriculum Title: Assist Students in Achieving Basic Reading Skills

Category: Textbook: Teacher Reference: X Student Workbook:

Computer Software: Other:

Author(s): Wonacott, Michael E. and Kendall, Elizabeth

Copyright Date: 1985 Price $:

Can be Obtained from:

AAVIM - The University of Georgia
120 Driftmier Engineering Center
Athens, GA 30602

Phone (if applicable): 1 (404) 542-2586

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Overview:

This teacher reference emphasizes the importance of basic reading skills. Through suggested learning activities and case studies, the curriculum helps students develop basic reading skills like comprehension, reading notes, letters, memos...etc and interpretations of advertisements, contracts, catalogs...etc.

## Section Four: Multiple Funding Sources

In any local district funds from a variety of sources can be used to support transition services for special populations. In an attempt to illustrate this concept a survey was developed to collect information from administrators in the Garland Independent School District relative to multiple funding sources utilized to provide transition services for students with disabilities in that district. A copy of the Funding Sources Survey as well as the results are contained in this section.

# Sources of Funds Used to Support Transition Activities for Special Needs Populations at Garland Independent School District

The sources of funds available to schools to support transition activities for special needs populations may vary from one school district to another. The information reported in this section was collected from the Garland Independent School District (GISD). It, therefore, reflects the unique situation of the GISD with regard to the available funding sources to support transition activities for special needs populations.

The GISD was selected to be the target of this survey because it has been an active participant in a series of Texas Education Agency contracted projects. The overall goal of these projects was to improve the educational experience and services offered to students with special needs. The diversity of the social and ethnic background of students in this district is matched by the diversity of the curricula provided to insure that all students are educated to the best of their ability.

The survey has dealt with the sources of funds as well as the guidelines for obtaining them. The results of the survey are illustrated in Figure -1-. The program areas surveyed included compensatory education, special education and vocational education.

The sources of funding cited by the three areas have fallen into two or more of the following categories: federal, state and local funds. Compensatory education received federal and local funds. Special education received federal, state and local funds. Vocational education received federal and local funds. The funds were awarded to program areas on a competitive basis, based on the number of students served and the assignment of local GISD funds. The expenditure of funds included salaries for instructional and support services personnel, instructional materials, vocational assessment and transportation.

This section also includes a list of national resources that offer a variety of transition related services to individuals and agencies involved in the transition process of special needs populations from school to work and community living. Permission to re-print the list of national resources was obtained from Missouri LINC, 2316 Industrial Drive, Columbia, Missouri 65202.

# Sources of Funding Utilized by GISD to Support Transition Activities for Special Needs Populations

Figure -1-

| Program Area | Sources of Funding | Funding Guidelines | Aspects of Budget Expenditure |
|---|---|---|---|
| Compensatory Education | State Funds:<br>-Compensatory education funds | -Low socio-economic status for free lunch | -Instructional teachers<br>-Student service specialists |
| | -TEA Drug Free School Grant | -Competitive grant | |
| | Other funds:<br>-Texas Alcohol and Drug Commission funds | -Competitive grant | |
| | -Local Garland ISD budget | -Garland ISD Designated funds | |
| Special Education | Federal funds:<br>-Individuals with Disabilities Education Act (IDEA) | -Based upon annual special education student count | -Salaries for instructional and support services personnel<br>-Instructional materials<br>-Vocational assessment<br>-Transportation |
| | -Federal Education Discretionary Funds | -Funds must be spent in priority areas designated by TEA. | |
| | State Funds:<br>-State Special Education Funds | -Funds generated by special education student count. | |
| | Other Funds:<br>-Local Garland ISD budget | -Garland ISD designated funds | |
| | -JTPA | -Grant application award for occupational preparation and training for students with disabilities | |
| Vocational Education | Federal Funds:<br>-Carl D. Perkins federal funds | -Funds are administered by TEA | -Salaries for instructional and support services personnel<br>-Instructional material<br>-Equipment |
| | -Adult Training and Retraining funds | | |
| | Local Funds:<br>-Local Garland ISD Budget | -Garland ISD Designated funds | |

# TRANSITION RESOURCES
# NATIONAL RESOURCES

## OVERVIEW

National resources offer a variety of transition related services to parents, handicapped individuals, local educational agencies, and other participants in the transition process. National organizations can be of great help to those interested in information on the handicapped. People may access these resources initially for general information about a particular disability or may access a national resource after exhausting local and state resources concerning specific information. The variety of information is extensive and needs to be used by the participants in the transition process. The services provided at a national level are generally indirect in nature. In other words, national organizations may provide information about concerns but usually do not become directly involved. Although, many national organizations have state and even local affiliates that not only disseminate information but take an active interest in the transition of specific individuals.

Some national organizations provide information on all disability areas, but most organizations concentrate their efforts on certain disability populations. Because the focus of most organizations is on a specific disability, this resource section has been organized according to disabilities. Organizations that provide services are listed along with the address, phone numbers, and a brief description of the services provided. A general information section is included on those organizations that provide services to all disabilities. Sections on learning disabilities, mentally handicapped, behaviorally handicapped, visually impaired, hearing impaired, deaf-blind and physical handicaps follow.

## DISABILITY INFORMATION

The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The Council for Exceptional Children (CEC) is a national professional organization that provides information on behalf of its membership. Members include special education teachers and administrators, related services professionals such as school psychologists and social workers, parents, and others who are directly concerned with improving the quality of life for exceptional children, both gifted and handicapped.

CEC activities are diverse. CEC coordinates and supports a network of local chapters and state and provincial federations, as well as special education divisions representing specific areas of interest within the field of special education. They disseminate information to teachers, administrators, parents, and others concerning the education of exceptional children. An extensive collection of special education literature is available through its Department of Information Services and the ERIC Clearinghouse on Handicapped and Gifted Children as well as major publications in the form of books, monographs, fact sheets, films, filmstrips, and tape cassettes. Also, technical assistance and training to school districts, state departments of education and other agencies is available.

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Missouri Transition Guide. (West, Gritzmacher, Johnson, Boyer-Stephens and Dunafon). Missouri LINC, University of Missouri-Columbia, Columbia, Missouri.

Divisions are within The Council for Exceptional Children for CEC members who are interested in a particular aspect of special education. Divisions are completely autonomous in developing their own professional programs but operate, as does CEC, within the general context of interest in exceptional children. Divisions set their own membership dues, produce their own publications, and plan their own programs at CEC conventions. Membership in CEC is required of any division member; a student member is someone not engaged in full-time employment.

State affiliates and local chapters of each division generally do not have a permanent location. Usually, the state or local President's address is used as the headquarters. Therefore, location of the state or local chapter can be most easily obtained through the national office.

The Divisions within CEC are:

Council of Administrators of Special Education, Incorporated (CASE)
Council for Children with Behavioral Disorders (CCBD)
Division on Career Development (DCD)
Division for Children with Communication Disorders (DCCD)
Division of Early Childhood (DEC)
Council for Educational Diagnostic Services (CEDS)
The Association for the Gifted (TAG)
Division for Learning Disabilities (DLD)
Division on Mental Retardation (CEC-MR)
Division for Physically Handicapped (DPH)
Teacher Education Division (TED)
Division for the Visually Handicapped (DVH)

National Information Center for Handicapped Children and Youth (NICHCY)
1555 Wilson Blvd., Suite 508
Rosslyn, VA 22209
(703) 522-3332

NICHCY is a free information service to help parents, educators, care-givers, advocates and others who improve the lives of children and youth with handicaps. The center answers questions, develops and shares new information through factsheets and newsletters, and puts people in touch with others who are solving similar problems. Specific information is provided on transition, independent living centers, laws pertaining to the handicapped and individual state resource guides.

HEATH Resource Center
One Dupont Circle, N. W.
Suite 670
Washington, D.C. 20036
(800) 544-3284 (Voice/TDD)

The Resource Center is a national clearinghouse on postsecondary education for handicapped individuals in the U. S. It publishes a news bulletin three times a year; develops and disseminates fact sheets and packets of materials of concern to handicapped students, postsecondary administrators, campus support service providers, and advisors of handicapped high school students; and responds to individual questions by mail or telephone. All publications are free. A toll-free telephone line, listed above, is available for the use of both consumers and professionals.

The Association on Handicapped Student Services Program in Post-Secondary
Education (AHSSPPE)
Handicapped Student Services
Wright State University
Dayton, OH 45435
(513) 873-2141

AHSSPPE is a national organization committed to promoting the full participation of individuals with disabilities in college life. While AHSSPPE is primarily concerned with higher education for the disabled student, their publications will be of interest to the adult educator. AHSSPPE has available an annotated bibliography which is a compilation of sources important to individuals providing services to handicapped students in post-secondary education. The AHSSPPE newsletter, "Alert" is published five times a year. The newsletter includes Association news, items of interest to the handicapped, employment opportunities, and details on the annual AHSSPPE conference.

President's Committee on Employment of the Handicapped
1111 20th Street, N. W. — 6th Floor
Washington, D. C. 20036
(202) 653-5010 (Voice)
(202) 653-5337 (TDD)

The President's Committee on Employment of the Handicapped (PCEH) serves in an advocacy and public awareness role in fostering job opportunities for handicapped people. As part of this effort, PCEH works with autonomous committees on employment of the handicapped at state and local levels, as well as producing its own publications and services.

PCEH has a number of subcommittees which deal with special topics as well as cooperating Governors' and Mayors' committees. Also, PCEH has been a strong advocate in the areas of architectural accessibility and in education and social activities for handicapped youth.

The President's Committee on Employment of the Handicapped provides information primarily in the area of employment, and has published pamphlets on architectural accessibility and education for handicapped youth. General information is provided on the Committee's activities and selected materials provided by PCEH are sent on request. All services are available free to the public. Also available is a quarterly publication, "Disabled USA".

STATE AFFILIATE: Governor's Committee on Employment of the Handicapped, P.O. Box 1668, Jefferson City, MO 65102, (314) 751-2600, (800) 392-8249 (Voice/TTY).

Mainstream, Inc.
1200 15th Street, N. W., Suite 403
Washington, D. C. 20005
(202) 833-1136 (Voice/TDD)

This nonprofit organization seeks to create greater employment opportunities for disabled persons. It provides information on issues involved in employing handicapped people through the newsletter, special publications on topics such as insurance and medical standards, and a speakers bureau. Its Project LINK matches qualified handicapped applicants with employment opportunities in Washington, D. C. and Dallas, TX, and is developing a guidebook for establishing similar programs in other communities.

AFL-CIO Department of Community Services
815 16th Street, N. W.
Washington, D. C. 20006
(202) 637-5189

The AFL-CIO Department of Community Services was organized in 1955 to stimulate the active participation by members of affiliated unions in the affairs of their respective communities, and to encourage the development of sound working relationships with community social agencies. In addition to a full-time professional staff, the Department utilizes a considerable number of volunteers in its activities. The Department conducts programs in the fields of health, welfare, recreation, and relief, including: rehabilitation programs for the mentally and physically handicapped, mental health programs, social work activities, fund raising, counseling programs, health education, and consumer counseling programs.

## SPECIALNET

The advent of computers has opened a new media of communication for the participants in the transition process. Today, computers can be connected by means of telephone lines and communicate between each other. This development has lead to the creation of communication networks. One such network specifically designed for the handicapped is SpecialNet.

SpecialNet is a computer-based instant communication network created by the National Association of State Directors of Special Education (NASDSE) for state and local special education personnel, college and university personnel, and other special education personnel. Because it is part of a large computer network accessed by local telephones in all major cities, subscribers simply dial telephone numbers to be connected to the SpecialNet Computer, which stores personal "electronic mail" and/or sends messages. SpecialNet also has bulletin boards (message boards) containing information on a variety of special education topics. Any individuals with access to an organization, agency or individual with a computer can access SpecialNet. For more information about SpecialNet contact:

Sharon Walsh
SpecialNet
National Systems Management, Inc.
2021 K Street, N. W., Suite 315
Washington, DC 20006
(202) 296-1800

The electronic bulletin boards:

ASSESSMENT
CEC.NEWS
CONFERENCE
EARLYCHILDHOOD
GIFTED
OPINIONS
RURAL
VISION
ASSISTIVEDEVICE
CHAIN
CONSULTANT
EMPLOYMENT
LITIGATION
POLICY
SOFTWARE
PIP
BILINGUAL
COMPUTER
DEAFNESS
FEDERAL
MULTIHANDICAPPED
PRACTICES
TRANSITION

"IT IS THE POLICY OF THE TEXAS EDUCATION AGENCY NOT TO DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, OR HANDICAP IN IT'S VOCATIONAL PROGRAMS, SERVICES, OR ACTIVITIES AS REQUIRED BY TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AND SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED."